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ABSTRACT

Cowley County Community College established the South Central Kansas Gender Equity Educational Resource Center in 1991-92 to facilitate career awareness, exploration, and preparation by students of all ages, focusing on opportunities in non-traditional fields for both females and males. This document presents an annual report for the Center for 1994-95, a guide to planning field trips, and a catalog of materials available through the Gender Equity program. The Annual Report provides information on the following areas: (1) the project's mission and services; (2) major activities; (3) the advisory committee; (4) requests for service, indicating that 84 people contacted the Center generating 123 requests for service; (5) library requests and materials circulation, indicating that 271 items were circulated; (6) outcomes from the college's Technology Day and the Center's Young Women's Conference; (7) mailings and information dissemination; (8) region-wide project results; and (9) a calendar and list of goals for 1995-96. Appendixes to the Annual Report include an agenda from an advisory committee meeting, service request form, an evaluation survey instrument, recommendations for program improvement, and sample brochures. The Program Field Trip Guide provides a directory of businesses, museums, libraries, media, and government services in the South Central Kansas area which can be visited as a class activity. The Guide includes addresses and contact people for each institution, as well as hints on planning field trips. Finally, the Library Resource Catalog lists books, texts, booklets, papers, posters, instructional materials, videos, and computer software available through the program, and includes a sample materials request form. (TGI)

ED 393 485

South Central Kansas Gender Equity Project. 1994-95 Annual Report, Field Trip Guide, and Library Resource Catalog.

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Laura S. Dodson-Pennington
And Others

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Introduction to Materials from South Central Kansas Gender Equity Educational Resource Center

HISTORY

Seven (7) Gender Equity Projects were established during the 1991-92 academic year in Kansas. The seven projects together serve the entire state of Kansas and are presently entering their fifth year of operation.

SERVICE AREA

The South Central Kansas Gender Equity Educational Resource Center (The Center) serves ALL public school districts (including superintendents, principals, counselors, teachers, social workers, parents and students, grades K - 12) and their larger communities in the following counties:

Butler, Cowley, Sedgwick, Sumner, Kingman and Harper.

FUNDING AND ADMINISTRATION

The Center is funded by a Carl Perkins Vocational Education competitive grant made available by the Kansas State Board of Education and it is administered by Cowley County Community College and Area Vocational-Technical School in Arkansas City, Kansas.

MISSION AND PURPOSES

The focus of The Center is twofold:

- To facilitate the process of career awareness, exploration, and preparation by students of all ages, focusing on nontraditional opportunities for both females and males. This is accomplished by, among other initiatives, involvement in the Tech Prep and School-to-Work movements, apprenticeships, internships, experiential learning opportunities, entrepreneurship, as well as other more traditional methods of addressing this critical educational issue; and

- To serve as an all-purpose educational resource center and catalyst regarding the broad topic of gender equity as it relates to the school process and experience. This may be accomplished by exploring and addressing such issues as stereotypes and biases, sexual harassment, classroom interactions and/or instruction, counseling practices, self esteem, assessment, school climate, classroom materials and texts, and language bias as well as many additional topics.

SERVICES AND RESOURCES OFFERED

An extensive resource library, speakers bureau and referral services, field trip guide, bi-annual newsletters, informative brochures, seminars and presentations, and student conferences are among the many services and resources offered by The Center.

South Central Kansas
Gender Equity Project

1994-95 Annual Report

Cowley County Community College &
Area Vocational-Technical School
P.O. Box 1147
Arkansas City, KS 67005

Prepared by:

Laura S. Dodson-Pennington, Project Director

Introduction

The South Central Kansas Gender Equity Project is proud to be the only Carl Perkins supported resource center of its kind in the state of Kansas which initiates, compiles and presents the findings of a completely voluntary project evaluation. The Project staff feel that this evaluation process helps assist in needs assessment development and project effectiveness determination to be used in continuously improving the operation of the Project in subsequent years.

Please bear in mind that while sections of this annual report are comprehensive in nature, there are many other Project activities and initiatives which are not being highlighted and commented upon within this document.

It is with great pleasure that we present to you the 1994-95 South Central Kansas Gender Equity Project Annual Report.

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Basic Project Information

Basic Project Information

History:

Seven (7) Gender Equity Projects were established during the 1991-92 academic year in Kansas. The seven Projects together serve the entire state of Kansas and are now entering their fifth year of operation.

Service Area:

The South Central Kansas Gender Equity Educational Resource Center serves ALL public school districts (superintendents, principals, counselors, social workers, teachers, parents and students, grades K - 12) and their communities in the following counties:

Butler, Cowley, Sedgwick, Sumner, Kingman, Harper

Funding and Administration:

The South Central Kansas Gender Equity Educational Resource Center is funded by a Carl Perkins Vocational Education competitive grant made available by the Kansas State Board of Education and it is administrated by Cowley County Community College & Area Vocational-Technical School.

Mission and Purposes:
The focus of the South Central Kansas Gender Equity Educational Resource Center is twofold:

- To facilitate the process of career awareness, exploration and preparation by students, focusing especially on non-traditional opportunities for both males and females. This is accomplished by, among other initiatives, involvement in the Tech Prep and School-to-Work movements, apprenticeships, internships, experiential learning opportunities, entrepreneurship, as well as other more traditional methods of addressing this critical educational issue; and

- To serve as a all-purpose resource center and catalyst regarding the broad topic of gender equity as it relates to the school process and experience. This may be accomplished by exploring and addressing such issues as stereotypes and biases, sexual harassment, classroom interactions/instruction, counseling practices, self esteem, assessment, school climate, classroom materials and texts, and language bias as well as many additional topics.

Services and Resources Offered *(no charge to public school districts)*:

- Extensive Resource Library
- Field Trip Guide
- A number of informative brochures
- Technology Day Conference
- Speakers Bureau and Referral Service
- Bi-annual Newsletters
- Seminars and Presentations
- Looking to Tomorrow Conference
- Resource Center staff also provide technical assistance and consulting services on a wide range of issues and areas.

Summary of Major Activities

Summary of Major Activities

Professional Development:

- Continuing work on Masters Degree in Education
- Teaching-Learning Conference ○ Ashland, Kentucky
- KSBE Regional Inservice ○ Wichita, Kansas
- American Vocational Association ○ Dallas, Texas
- NAPE Conference ○ Washington, DC

Presentations Made:

- Teaching-Learning Conference ○ Ashland, Kentucky
- Superintendents' Service Area Meetings (various locations)
- CCCC/AVTS (IT, Social Science, Natural Science, BT, and Humanities Divisions; Media Center/Library; Student Services; March Faculty Meeting).
- KSBE Gender Equity State Meetings (various locations)

Other Activities:

- Interface extensively with Tech Prep, School-to-Work, and Single Parent-Displaced Homemaker Projects, and Cowley composition classes and service program
- Young Women's Conference
- Technology Day
- Bi-annual Advisory Committee Meetings
- Produce and distribute bi-annual newsletters, a Field Trip Guide, and the Second Edition of the Resource Catalog
- Women's History Month
- Take Our Daughters to Work Day
- SLC, VoLTS & VICA
- Extensive Cowley Campus Involvement
- General Program Maintenance **
- Other

Advisory Committee

Advisory Committee

Cowley County Community College & AVTS
Gender Equity Program
Advisors Committee

August, 1995

Bob Thesman, Counselor
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advcom.ltr

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Service Request Forms Data

Service Request Forms Data

METHOD OF CONTACT

Phone	55
Mail	3
Other *(in person)*	25
TOTAL	84

POSITION

Administrator	4
Counselor	10
Teacher	18
Media Specialist	2
Parent	2
Business & Industry	11
Community	2
Other *(social worker, other coord., organization, student)*	35
TOTAL	84

SCHOOL LEVEL

Elementary	11
Middle	3
High	11
Postsecondary	34
Not Applicable or Other	25
TOTAL	84

LOCATION

Cowley	49
Butler	6
Sedgwick	11
Harper	1
Sumner	2
Kingman	1
Other	14
TOTAL	84

NATURE OF REQUEST *(number may be inflated due to multiple needs per request)*

Resources	68
Speakers Bureau/Referral Services	21
Interview	19
Personal Visit	3
Other	12
TOTAL	123

Library Requests and Circulation Data

Library Requests and Circulation Data

POSITION

Administrator	9
Counselor	4
Teacher	33
Media Specialist	6
Student	15
Other *(social worker, other coord., organization, student)*	16
TOTAL	83

SCHOOL LEVEL

Elementary	9
Middle	3
High	6
Postsecondary	49
Not Applicable or Other	16
TOTAL	83

LOCATION

Cowley	62
Butler	3
Sedgwick	7
Harper	0
Sumner	2
Kingman	0
Other	9
TOTAL	83

NUMBER & CATEGORY OF CIRCULATION

Careers	86
Gender Equity	100
Self-Esteem	16
Science & Math	34
Arts & Humanities	21
Other	14
TOTAL	271

Tech Day Statistics & Evaluations

1995 COWLEY TECHNOLOGY DAY

February 8, 1995

Statistics and Evaluation

Prepared by: Laura Dodson-Pennington

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Cowley Technology Day
February 8, 1995
Statistics

- **PRE-REGISTRATION RECORDS (before the conference):**

Total Schools Represented	12
Total Students	193
Total Adults	12
Total Cowley Attendees	65
GRAND TOTAL (people attending)	270

- **REGISTRATION RECORDS (day of conference):**

NAME OF SCHOOL	# OF STUDENTS/ADULTS
Derby High School	1 adult, 6 students
Belle Plaine	1 adults, 17 students
Newton	? adults, 15 students
South Haven	1 adult, 7 students
Oxford	3 adults, 23 students
Sedan	0 adults, 2 students
Ark City	2 adults, 45 students
Attica	0 adults, 2 students
Conway Springs	0 adults, 2 students
Central of Burden	3 adults, 25 students
Cedarvale	0 adults, 2 students
Wellington	0 adults, 38 students

Total Schools Represented	12
Total Students	184
Total Adults	11
Total Cowley Attendees	65
GRAND TOTAL (people attending)	260

- **LUNCH TICKETS COLLECTED:**

From Students	125
From Adults	7
GRAND TOTAL	132

- **RATIO OF FEMALES TO MALES (data collected from lunch tickets):**

Total Females	26
Total Males	99

- **INTEREST AREAS IDENTIFIED BY STUDENTS WHO RESPONDED TO LUNCH TICKET QUESTION REGARDING THE SAME:**

Drafting	12
Welding	11
Business	8
Automotive	21
Aeronautics	7
Machining	8
Computer Graphics	7
Education	1
Non-Destructive Testing	7
Cosmetology	8

- **INTEREST AREAS IDENTIFIED BY STUDENTS, BUT NOT FEATURED AT TECHNOLOGY DAY:**

Carpentry	4
Computer Technology	2
Auto Body	4
Law Enforcement	5
Diesel Mechanics	1
Electronics/Electrician	2
Genetic Engineering	1

(Note: Newton High School intentionally brought fewer students because we did not have a carpentry program)

RESPONSES TO EVALUATION FORM

Sponsor Evaluation

TOTAL RESPONSES: 4

QUESTION	OUTSTANDING	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	UNSATISFACTORY
The registration process was	1	1	2	0
The information I received was	1	2	1	0
The speakers were	3	1	0	0
The topics covered were	2	2	0	0
The industry tour was	2	1	1	0
The luncheon was	3	1	0	0
The location of the conference was	2	2	0	0
Overall, the conference was	1	3	0	0

- Please describe what you learned from the conference.

  None.

- What comments or recommendations do you have for the following year?

  Rather than dividing groups by color, I'd just let them go with groups of their own choosing. That was time-consuming.

RESPONSES TO EVALUATION FORM

Student Evaluation

TOTAL RESPONSES: 23

QUESTION	OUTSTANDING	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	UNSATISFACTORY
The registration process was	10	7	6	0
The information I received was	11	8	3	1
The speakers were	18	4	1	0
The topics covered were	10	10	2	1
The campus tour was	9	6	8	0
The rotation sessions were	8	7	7	1
The luncheon was	7	10	4	2
The location of the conference was	14	8	0	1
Overall, the conference was	13	7	2	1

- Please describe what you learned from the conference.

  For sure what career I'm going into; I learned a lot; About aviation and aviation career opportunities; Try your best in everything you do. Be positive and maybe you'll be the positive person in someone else's life; I learned more about myself and how important my decisions about college are; Bill was funny.

- What comments or recommendations do you have for the following year?

  Let students go by themselves...give them a map and let them go; Everything is great; No hamburgers or cheeseburgers--have something like mexican or italian food; Need to advertise more. Also make it available for non-high school students to come. The tour needed more time--I did not get to see the whole campus.

Observations and Suggestions for Next Year
Laura Dodson-Pennington

- Eliminate the Rotation Sessions. Don't give them a "choice" not to participate. Instead, divide them into much smaller tour groups (10-15) and simply take them around to all of the programs featured and give each instructor 10 minutes or so to share what they wish about their program. In addition to helping with disengagement from the activities, it will promote the students' awareness of lots of difference career options.

  This is going to require a much more organized schedule in terms of stratifying where each tour starts out and finishes; especially when it comes to taking them out to Strother Field to look at the A & P programs. Perhaps a mini training session would be in order for those leading tour groups.

- Having a motivational speaker was a good addition. It seemed to encourage more students to be engaged in the day's activities. Money well spent!

- Eliminate the industry tour for the sponsors/adults. We need the teachers and counselors to be present to help with "crowd control." On this same note, we may want to insist, to some extent, that a sponsor must accompany students from each school. This year, as is year's past, we had large groups of students who came to the event totally un-accompanied which always increases the chances for discipline problems.

- Revise (delete, add to & correct) the mailing list. I think, for example that we might want to add Newkirk and Ponca City schools to our list, as well as eliminate some of the Wichita schools who have never attended.

- Perhaps in the next brochure we create, we will want to include some narrative about the overall purpose of the conference--every year we spend an incredible amount of time simply trying to explain the conference to people. Also, it might not be a bad idea to (1) include a picture or two from the previous year, and (2) to emphasize the importance of registration/RSVP and the fact that there is "limited space available, register early."
- The time of the conference should be 9:30 am to 1:30 pm. This seems to be the times that the schools feel is most appropriate--especially those who travel from some distance.

- In addition to the other performances, we might want to invite the Jazz Band to perform as the students are arriving and registering; or have "piped-in" music.

- We might consider not using the Little Theater. Perhaps we can use the new theater or remain in the Wright Community Room all day (for space, traffic and lighting reasons).

- Serve "box lunches" instead of a serve-yourself lunch (its much too time consuming and always causes a lot of room congestion).

- Perhaps we need to re-think how we divide the tour groups. The color-coded tickets are a good start, but we may want to use numbers on the back of the tickets. That might be easier.

- If feasible, we may want to send personalized letters to the teachers and students. Also, we may want to consider advertising over the ITV and/or radio.

- Involve the faculty in making contact with their colleagues at the high schools regarding Technology Day. They also need to make more of an "investment" in an event especially designed to show-case their programs.

- This was the first year that we used a conference evaluation form. I think that this is an important addition to continue so that we may assess the quality and effectiveness of the event.

- We definitely need to continue expanding the programs we feature. I think a <u>definite must</u> is Police Science/Criminal Justice.

We are also collecting evaluative data from administration, faculty and staff regarding their impressions about the quality, organization and effectiveness of the event. That data will be available at a later date.

Responses from Cowley Administration, Faculty & Staff Survey

TOTAL SENT OUT 20

TOTAL RECEIVED BACK 11

1. **Do you feel that you received enough information regarding Technology Day prior to February 8th? If no, what would have been helpful?**

   YES 11
   NO 0

2. **Were you satisfied with the format/organization of the event? If no, do you have suggestions for improvement?**

   YES 10
   NO 1

   We needed more time to give the tours (possibly 45 min - 1 hour).

3. **Do you feel that the facilities met the needs of the event? If no, what would you recommend?**

   YES 11
   NO 0

4. **How many students would you estimate attended the rotation sessions for your program (if applicable)?**

   About 100; 32; 10; 150; 15; 35.

5. **Did you have any students express a sincere interest in attending your program (if applicable)? If so, how many?**

   15; 4; 3; 10; 15.

6. **Can you share any comments made by students (positive or negative)?**

Several told me they were definitely coming to CCCC; Good program, fun day, nice shops; Great; Students said Bill Cordes was okay in morning, but by lunch he was too much; Some students said that this was the third time they had seen him; Students came back to school pumped-up about Bill; They seemed to be enjoying it.

7. **Do you have any other suggestions or comments?**

Tours needed to be in much smaller groups--I wouldn't color-code tickets, maybe number them; It was good that there was useful information, not just sales; Why don't these kids know about VICA?; Why were there accounting/business majors and education majors here?; The whole day seemed very positive, keep up the good work; It was a wonderful day; Make students attend all programs; Great program; Diversify work load of planner; Very well organized; Need adults accompanying high school students; Need more commitment from faculty to be involved...to participate. This is their recruiting event and it seems questionable that some chose to sit back and do as little or none to make it successful.

STATS.1

February 16, 1995

SAMPLE

PRINCIPAL
Wellington High School
605 N. A Street
Wellington, KS 67152-4113

We wanted to take a minute to thank you for bringing students from your school to Cowley Technology Day on February 8, 1995! Those of us who were involved in the planning of the event were pleased to see so many students interested in learning more about the career areas available to them and in planning for the future.

In an effort to continuously improve the quality and effectiveness of this conference for students, we feel that it is critical to get feedback from all of the "stake-holders." Your opinion, and the opinion of the faculty and staff that accompanied the students that day, is meaningful and valuable to us for future planning efforts. If you would take a moment to respond to the enclosed questionnaire, we would appreciate it. You may return it in the self-addressed, postage-paid envelope enclosed for your convenience.

Again, we thank you for sending your students to Cowley Technology Day--we enjoyed having them! Please contact us if we can answer any questions or address other needs you or your school may have.

Sincerely,

Laura S. Dodson-Pennington
Conference Planner

STATS 1
Charles White
Richard Tredway

1995 Cowley Technology Day
High School Questionnaire Results

TOTAL SENT 11
TOTAL RECEIVED BACK 7

In an effort to evaluate how well the conference went and how we might make it better and more successful next year, we are asking you to share with us your input regarding the following:

1. Do you feel that you received enough information regarding Technology Day prior to February 8th?

   Yes--6

   No--1

   If no, what would have been helpful?
   make a call the week before

2. Were you satisfied with the format/organization of the event?

   Yes--7

   No--0

   If no, do you have suggestions for improvement?

3. Do you feel that the facilities met the needs of the event?

   Yes--6

   No--1

   If no, what would you recommend?

5. Can you share any comments made by students (positive or negative)?
   They enjoyed it; liked it-some interest-some not-too long-not enough activities; enjoyed the speaker; speaker was good; our students were very impressed by the main speaker-they got involved; would like to see more of campus-talk to instructors about different programs-talk to current students in programs.

6. Do you have any other suggestions or comments?
   Charlie White gave a wonderful tour-wanted to meet business technology persons, but did not have time; allot a little more time to view facilities; guides need to be more aware of what's going on and time bus leaves to go to Strother Field; Cowley has more to offer students than I realized prior to the visit.

Young Women's Conference
Statistics & Evaluation

1995 Young Women's Conference
April 12, 1995

Statistics & Evaluation

Prepared by: Laura Dodson-Pennington

"Looking to Tomorrow" Young Women's Conference
April 12, 1995

Statistics

- REGISTRATION RECORDS (day of conference):

Total schools represented	5
Total students	70
Total sponsors	10
Total Cowley attendees	15
GRAND TOTAL	100

Student Evaluation Results

TOTAL RESPONSES: 34

1. *What grade are you in?*

Ninth	4
Tenth	20
Eleventh	9
Twelfth	1

2. *Is this your first time attending this event?*

Yes	30
No	4

3. *Would you come back again next year/recommend it to your friends?*

Yes	33
No	1

4. *Did you like the way that the conference was organized? If, no do you have any suggestions for improvement?*

Yes	34
No	0

5. *Do you feel that the information you received was valuable?*

Yes	34
No	0

6. *Do you think that you will be able to use the things you learned today?*

Yes	34
No	0

7. *Can you share what is the most important thing you learned today?*

Use of imagination; Be myself and stand up for my beliefs; YOGO WYPI (you only get out what you put in); I hold the key to tomorrow; Don't be afraid to make yourself known--stand up for yourself; Be kind to others--self respect--let yourself be known; People are easily conditioned--change what we don't like by standing up for what we believe--teams work better than individuals; Believe in yourself and big dreams have big results; SLANT--Participation is the key--YOGO WYPI; The power of speech and to use my imagination; To imagine more and be a leader; Not to be ashamed of who I am and what I do; How we should be proud and have confidence in ourselves; The power of imagination--Maze is like life; SLANT and confidence; That we are capable, we should take confidence in ourselves--that we hold the next generation within ourselves; That we were given freedom of speech--how to respect ourselves as women; As a woman, I need to learn to make myself stand out--I don't need to be afraid to speak out; I need to make myself stand out; To stand up for what I believe; Confidence; Be focused--imagination is very powerful; Mistakes are great moments; We need to stick to what we want to do, because we have the capability to excel if we set our minds to it.

8. *What comments or other recommendations do you have for the following year?*

Bill was a good speaker and fun; None, it was great; Have Bill back, it was great; Great speaker and food; Get Bill back; Teach people what you learned today; Bill Cordes is a great speaker, I have always thought things like this were a drag, but Bill made learning a lot of fun, I hope I get to listen to him again sometime in the future; It was great--keep having this; More group discussions; Bring back Bill Cordes; It was great--wouldn't change it; Have Bill Back--It was great; I thought this was very fun, Bill is a very good speaker, He isn't boring, and he lets everyone get involved, hopefully I can come back; I think Bill was a great speaker, he got into the lecture, I really enjoyed him, you should have him back; I hope it is just a fun or more fun next year; The speaker was very entertaining and attention holding.

Sponsor Evaluation Results

TOTAL RESPONSES: 3

1. *Is this your first time attending this event?*

   Yes 1
   No 2

2. *Do you feel that you received enough information regarding the conference prior to April 12th? If no, what would have been helpful?*

   Yes 3
   No 0

   Comments: Pamphlets for the students.

3. *Were you satisfied with the format/organization of the event? If no, do you have any suggestions for improvement?*

   Yes 3
   No 0

   Comments: I like sponsors to stay with students and main speaker.

4. *Do you feel that the location/facilities met the needs of the event? If no, what would you recommend?*

   Yes 3
   No 0

   Comments: Room arrangement could have been better, but facility is wonderful.

5. *Do you feel that the topics covered were valuable? If no, was there something you would like to have seen included in the conference?*

   Yes 3
   No 0

6. *Can you share any comments made by students (positive or negative)?*

Great. I want to come again next year.

7. *What comments or other recommendations do you have for the following year?*

Fun--need more time; Same speaker; Involve sponsors with student activities at least part of the time.

Distribution Data

1994-95 Major Mailings to Region

ITEM	APPROXIMATE PIECES MAILED
Kick-off Letter w/New Resources *(Field Trip Guide & Resource Directory)*	910
Technology Day Initial Mailing *(high school only)*	200
Young Women's Conference Initial Mailing *(high school only)*	200
Fall Newsletter	910
Technology Day Brochure w/Registration Card *(high school only)*	200
Young Women's Conference Brochure w/Registration Card *(high school only)*	200
Spring Newsletter	910
Women's History Month	910
Take Our Daughters To Work Day	910
Project Evaluation	910
TOTAL PIECES DISTRIBUTED	6,260

Numbers Based on Distribution to the Following Populations:

Superintendents *(35 districts)*	35
150 Elementary Schools *(principals, counselors & media specialists)*	450
50 Middle Schools *(principals, counselors & media specialists)*	150
50 High Schools *(principals, counselors & media specialists)*	150
Cowley Personnel	50
Media Contacts	50
Other Gender Equity Facilitators	10
Gender Equity Advisory Committee	15
GRAND TOTAL	910

Region-wide Project Evaluation Results

GENERALIZATIONS

The survey responses received were very representative of the region--they were from all grade levels, all counties, and various school sizes. Most respondents indicated that they learned about the Project from or through written communications. And given this, most were aware of and had received most or all of the Project literature and resources.

In addition, most respondents indicated that they have opportunity and occasion to share information regarding the Project with others and generally feel that there is an interest in and need for the Project. However, there seems to be a concern that the services and resources are not reaching ALL of the educators that it could. Many site time and communication problems as possible explanations for this difficulty. We found also that respondents shared that most of their respective schools had not held inservices, workshops or other staff development in the gender equity and career education areas. And finally, respondents by and large shared that they thought all educators (administrators, counselors, teachers, media specialists), parents, students and the community-at-large would benefit from project initiatives.

Similarly, respondents were frank on two additional points:

- They felt that there was some trepidation within their schools to the words "gender equity"--thus, suggesting an image problem. They expressed some frustration and discouragement as to how this might be overcome.

- They shared that they were concerned that information about the Project was lost on the desks of administrators and, thus, in danger of being completely overlooked and un-promoted.

By and large, the following were the main suggestions for improvement made by respondents:

- More staff development on the many topics which fall under the umbrella of gender equity;

- More teacher-ready activities, materials and other resources for classroom and student use;

- More personal visits from Project staff;

- An updated speakers bureau or list of persons willing to come into the classroom to talk with students primarily about career-centered issues;

- More career education resources/information for elementary level grades;

- Aptitude/interest instruments and/or computerized career software for use with students;

- More information and speakers on nontraditional careers; and

Region-wide Project Evaluation Results

In an effort to continuously improve the quality and effectiveness of the Project, in May 1995, a region-wide project evaluation survey was distributed to all Project participants within the South Central region. Project staff felt that it was important to get feedback from all stakeholders from a variety of levels. Respondents input and opinions are important to Project staff for future planning efforts. The staff feels strongly that they want the Project to provide the resources and services that regional participants feel would be most beneficial and useful and do not want to waste time and resources on initiatives which are not going to fill their needs.

Note: All surveys distributed were "coded" as to the respective population to whom it was sent (i.e. Superintendent, Principal, Counselor or Media Specialist)

TOTAL SENT	785
TOTAL RECEIVED BACK	191
Superintendent	6
Principal	52
Counselor	67
Media Specialist	61
Not Coded	5
PERCENTAGE OF RETURN	24%

Calendar and Goals for Next Year

Gender Equity Calendar • 1995-96 Grant Year

ACTIVITY	TIMELINE
Kick off Letter (w/new broch. & dates...)	Aug-Sept
Request Voc-ed Stats from KSBE	Aug-Sept
Fall Advisors Meeting	October 10
Fall Progress Report to KSBE	November 1
Fall Newsletter Out	November
Tech Day Notice Out	December
1995-96 Grant Due	Jan-Feb
Young Women's Conference Notice Out	January
Spring Newsletter Out	February
Technology Day Conference Convened	February 7
Vocational Education Week	February
Women's History Month Notice Out	February
Spring Progress Report to KSBE	March 1
Women's History Month	March
Take Out Daugh/Child to Work Notice Out	March
Spring Advisors Meeting	March
Young Women's Conference Convened	April 10
Take Out Daugh/Child to Work Day Convened	April
1995-96 Program Evaluation Survey Out	April
Program Ordering/Entire Budget Encumbered	April-May
KSBE Final Performance Report	June 28

Other Program Goals

- CCCC Department/Division Visits
- School District/Other Visits
- Put Tech Day, YWC, Women's History Month, Take Our Daughters To Work Day & Earth Day on Master Calendar
- Interface with Wichita schools on Futures Fair planning and Expanding Your Horizons Conferences
- Interface with teacher education (pre-service) programs at area universities
- Interface more with the media regarding PR (radio, newspaper & TV)
- Visit more schools and others in service area
- Attend association meetings (state and regional) for superintendents, principals, counselors, media specialists & parents
- Revise address lists
- Capitalize on the "parent connection" via PTA's and other methods
- Interface with single parent-displaced homemaker projects more
- Interface with JTPA & PIC more
- Conduct seminars, workshops, etc. through the service centers and other venues
- Put together several presentations and a program display
- Revise general and other program brochures
- Grant writing
- Think Purple Week
- Work on a national level with the Equity Standards Project

- Work on a state and national level to ensure future of program services
- Interface with Kansas Equity Council
- Kids at Cowley involvement
- Tech Prep involvement
- School-to-Work involvement
- Expanding Your Horizons
- Community Involvement/Activities
- Market "Choices" curriculum
- Investigate developing a non-traditional student recognition program
- Have art and writing invitationals for Women's History Month and Earth Day
- Cosmosphere Project
- IT Department involvement
- Multicultural Committee involvement
- VoLTS Sponsorship, SLC involvement
- Upgrade Computer
- Learn Powerpoint and other programs
- Reorganize filing system
- Reading & filing
- Recycling
- General Program Maintenance

Appendix A

Gender Equity Advisory Team

Proposed Meeting Agenda

Thursday, October 20, 1994 • 7:00 p.m.
Cowley County Community College & AVTS
College Board Conference Room • Galle-Johnson Hall

- Welcome
- Introduction of new team members:
  - Darla Harms-Becker
  - Wanda Lindsey
  - Stu Osterthun
  - Judy Queen
  - Susan Rush
- An update on what's been happening with the Project
- Forecasting what is on the horizon for the Project
- Sharing of 1993-94 regional evaluation results
- Upcoming grant opportunities (brainstorm possible projects)
- School-to-Work: Dr. Carol Hobaugh-Maudlin
- Announcements and other business
- Adjourn

Gender Equity Advisory Team

Proposed Meeting Agenda

Thursday, April 20, 1995 • 7:00 pm
Cowley County Community College & AVTS
Galle-Johnson Hall • College Board Conference Room

- An update about what has been happening with the Project.
- What is on the horizon? Discussion.
- Stats regarding use of resources and requests for services.
- Stats on Technology Day and Young Women's Conferences.
- National Standards on Equity.
- Year-end evaluation of Project.
- Guest: Mark Jarvis, Cowley County Community College
  English Instructor
- Announcements & other business.
- Adjourn.

Appendix B

South Central Kansas Gender Equity Resource Center

Service Request Form

General Information:

Date of request: ___/___/___. Person taking request: _____.

Method of contact: ☐ Phone ☐ Mail ☐ Other (list) _____.

Name of person placing request: _____.

Position of above: ☐ Administrator ☐ Counselor ☐ Teacher ☐ Media Specialist ☐ Parent ☐ Business/Industry ☐ Community ☐ Other (list) _____

School level: ☐ Elementary ☐ Middle/Jr. ☐ High ☐ Postsecondary

School Name: _____.

Address: _____.

Nature of Request:

☐ Resource Library Request (see other form)

☐ Copy(ies) of published program materials:

ITEM:	NUMBER OF COPIES:
☐ Brochures:	
☐ General Program	___
☐ Take the Road Less Traveled	___
☐ You Can Discover Career Opportunities	___
☐ Parent's Guide to Career Exploration	___
☐ Gender Bias & Math Achievement	___

-OVER-

-Service Request Form Continued-

ITEM:	NUMBER OF COPIES:
☐ Library Resource Catalog	___
☐ Speakers Bureau	___
☐ *New Frontiers* Newsletter	___
☐ Field Trip Guide	___

☐ School visit

☐ Recommendation of presenter

☐ Inservice, conference or other on-site assistance

☐ Interview: ☐ Radio ☐ Television ☐ Other

☐ Request other special written materials (explain)

☐ Request other special services (explain)

Special Comments or Notes:

Action(s) taken and date(s):

GEFORM.1
3/22/94

50

Appendix C

South Central Kansas
Gender Equity Project

Program Assessment Survey
1994-95 Academic Year

Contact:

Laura S. Dodson-Pennington
Executive Director
Gender Equity Project
Cowley County Community College
P.O. Box 1147
Arkansas City, KS 67005
(316) 441-5311 • (800) 593-2222

Introduction

Seven (7) Gender Equity Projects exist within the state of Kansas. All of the Projects together serve the entire state. The South Central Kansas Gender Equity Project serves all public school districts (grades K - 12) and their larger communities in six counties (Butler, Cowley, Sedgwick, Sumner, Kingman & Harper). The Project is funded by a Carl Perkins competitive grant made available by the Kansas State Board of Education and administered by Cowley County Community College.

The focus of the Project is two-fold: (1) to facilitate the process of career awareness, exploration and preparation focusing especially on non-traditional opportunities for both males and females; and (2) to serve as an all-purpose resource center and catalyst regarding the broad topic of gender equity as is relates to the school process.

In an effort to continuously improve the quality and effectiveness of the Project, we feel that it is critical to get feedback from all of the "stake-holders." Your opinions and input is meaningful and important to us for future planning efforts. We want to provide the resources and services that you feel would be most beneficial and useful and do not want to waste time and resources on initiatives which are not going to fill your needs.

If you would take a moment to respond to the following questionnaire, we would appreciate it. You may return it in the self-addressed, postage-paid envelope enclosed for your convenience. Thank you for your time and effort.

1. School Level (check one): ☐ Elementary ☐ Middle ☐ High

2. County in which school is located: _____

3. Approximate student enrollment: _____

4. Are you aware of the South Central Kansas Gender Equity Project? ☐ Yes ☐ No

   If so, how did you come to learn about the Project?

5. Are you aware of any of the following resources and services that the Project provides?

   ☐ Yes ☐ No New Frontiers Newsletter

   ☐ Yes ☐ No 2nd Edition Gender Equity and Career Awareness Resource Catalog

   ☐ Yes ☐ No Field Trip Guide

   ☐ Yes ☐ No Information regarding National Women's History Month

   ☐ Yes ☐ No Information regarding Take Our Daughters To Work Day

☐ Yes ☐ No Information regarding Cowley Technology Day (high school only)

☐ Yes ☐ No Information regarding "Looking to Tomorrow" Young Women's Conference (high school only)

☐ Yes ☐ No Research and Referral Services

6. Have you utilized the resources or services of the Project? ☐ Yes ☐ No

If so, can you describe how you have used them?

7. Are you able to share the existence of the Project with others? ☐ Yes ☐ No

8. Do you feel that there is an interest in the Project? ☐ Yes ☐ No

9. Do you feel that there is a need for the Project? ☐ Yes ☐ No

10. Do you feel that the Project resources and services are reaching the individuals who would most benefit? ☐ Yes ☐ No If no, can you tell us why?

11. Has your district/school held any inservices focusing on the broad topic of gender equity (which may include teacher-student interactions, biases in school curriculum and other areas, sexual harassment etc.)? ☐ Yes ☐ No

12. Has your district/school held any inservices focusing on career awareness and exploration within the classroom? ☐ Yes ☐ No

13. To whom do you feel that the Project's resources and services should be directed (check all that apply)?

☐ Administrators ☐ Counselors ☐ Teachers

☐ Students ☐ Parents ☐ Community-at-large

☐ Business/industry ☐ Others _____

14. What would you like to see the Project offer in terms of resources and/or services? Please be specific.

15. Other comments/suggestions for improvement.

Appendix Ð

Recommendations for Kansas Gender Equity Movement

- Kansas needs to strongly consider belonging to NAPE. In addition, we should consider sending a "delegation" of our equity personnel every year.

- As a coalition, the equity coordinators in the state need to network, advocate, stay informed and present a united front. Especially during these times of policy change, our movement needs more of a presence and voice at the state and national level.

- The equity personnel in Kansas needs to be significantly involved in the newly organized state equity advisory council.

- It is important that we spend some time developing a Kansas equity plan/focus. This should not be prescriptive, but rather formative and guiding. This might include the following:

    - vision/mission statement;
    - goals and objectives;
    - program standards;
    - student standards/competencies;
    - a state marketing plan;
    - other.

- Gender equity needs to be presented in terms of: (1) An employability skill, and (2) Program Improvement. An important consideration is that equity not be considered an "add-on" activity or learning objective, but rather woven into the total educational and technical curriculum.

- The gender equity and single parent/displaced homemaker staff should become a more cohesive group--identifying common goals and objectives and working toward networking and staying informed of each other's efforts.
- Our state needs to consider benchmarking (looking to other states) to identify possible state-generated activities and materials.

- As with any good marketing plan, we need to determine how best to tell "our story" on the regional, state and national levels.

- We need to reflect upon what our role is in the Tech Prep and School-to-Work systems and develop plans of how to interface in these areas.

Possible Focal Areas

Nontraditional Career Awareness

Career Awareness

Sexual Harassment

Classroom Interactions/Instruction

Classroom materials and texts

Counseling & Recruiting

Parent Involvement

The Media and Other External Pressures in the World-at-Large

Stereotypes

Math, Science and Technology

Self Esteem

Assessment

School Climate

Research and Data Collection

Role Models

Apprenticeships, Internships

Language Bias

Quality Performance Accreditation

FOURTH ANNUAL

"LOOKING TO TOMORROW"

YOUNG WOMEN'S CONFERENCE

Wednesday, April 12, 1995

Cowley County Community College & AVTS
Arkansas City, KS

SPONSORS:

Cowley County Community College & AVTS
South Central Kansas Gender Equity Program
U.S. Department of Labor, Women's Bureau
Kansas State Board of Education
Midwest Desegregation Assistance Center

PLEASE SEE YOUR COUNSELOR FOR INFORMATION

FOURTH ANNUAL
"LOOKING TO TOMORROW" YOUNG WOMEN'S CONFERENCE

April 12, 1995

Cowley County Community College and Area Vocational/Technical School
Arkansas City, Kansas

8:45-9:00	REGISTRATION	Wright Community Room, Brown Center	
9:00-10:30	OPENING SESSION	Wright Community Room, Brown Center	
	Welcome	Maggie Picking, Dean of Students	
	Opening Keynote	Bill D. Cordes Educational Development International	
10:30-10:40	MORNING BREAK	Brown Center	
10:40-12:00	CONCURRENT SESSIONS	STUDENTS:	SPONSORS:
		Wright Community Room, Brown Center	Community Resource Room, Brown Center
		Bill D. Cordes Educational Development International	Dr. Camille Barnett Desegregation Asst. Center
12:00-12:30	LUNCH	Wright Community Room, Brown Center	
12:30-1:30	CONCURRENT SESSIONS	STUDENTS:	SPONSORS:
		Wright Community Room, Brown Center	Community Resource Room, Brown Center
		Bill D. Cordes	Dr. Camille Barnett
1:30-1:40	AFTERNOON BREAK	Brown Center	
1:40-3:00	CLOSING SESSION	Wright Community Room, Brown Center	
	Closing Keynote	Bill D. Cordes	

Please Complete, Detach, and Return

Fourth Annual
"LOOKING TO TOMORROW" YOUNG WOMEN'S CONFERENCE
APRIL 12, 1995
REGISTRATION FORM

REGISTRATION DEADLINE: Friday ○ March 24, 1995

SCHOOL NAME: _____

SCHOOL ADDRESS: _____

NUMBER OF STUDENTS ATTENDING: _____

SPONSOR(S) _____ POSITION: _____

ATTENTION: LAURA DODSON
Gender Equity Program
Cowley County Community College & AVTS
125 South Second ○ P.O. Box 1147

Laura S. Dodson-Pennington
Conference Coordinator
Cowley County Community College & AVTS
125 South Second ○ P.O. Box 1147
Arkansas City, KS 67005

FOURTH ANNUAL

"LOOKING TO TOMORROW"

YOUNG WOMEN'S CONFERENCE

Wednesday, April 12, 1995

Cowley County Community College & AVTS
Arkansas City, Kansas

Sponsors:
Cowley County Community College & AVTS
South Central Kansas Gender Equity Program
Kansas State Board of Education
Midwest Desegregation Assistance Center

Let's get started!

You've started planning for the future. You are thinking about who you are and are taking an inventory of your values, interests and abilities. It is important that during this time you allow yourself to explore the many career opportunities that are available to you. There are many things that can happen in your home and school which will influence you future career decisions. Hopefully, the information included in this brochure will help you think about ways you can practice good career planning. Career decision making is a process, not an event that occurs at a given time. Good Luck!

Girls, Did You Know . . .

*You will be in the paid work force for a significant part of your life? (Forty years if you are single, thirty if you marry and have no children, and fifteen to twenty-five if you have children).

*The chances are high that you will be working for pay outside the home out of economic necessity to support yourself and your family.

*You must train for work which suits your interests and needs, provides you economic security and personal satisfaction. Some of these jobs have been traditionally stereotyped as "men jobs." You should also make certain that you gain some of the basic home maintenance skills they may need as independent workers or as heads of families.

Guys, Did You Know . . .

*If you marry, your wife will most certainly work for pay outside the home.

*As more and more women are working outside the home, increasing numbers of men are called upon to assume responsibilities for child care, food preparation, and home maintenance. If he is the one man in every three whose marriage that ends in divorce, or if his wife becomes ill or disabled, this responsibility may be solely his.

*You should prepare now not only for work outside the home, but also work within the home and family.

*Equal employment opportunity now allows you to move into jobs traditionally stereotyped as "women's jobs" which may suit your interests and abilities better than traditionally "male jobs."

WHAT YOU CAN DO:

*Believe in yourself. Your education, future and career is solely up to you.

*Remember how important your school work will be to final work choices. Reading and math, for instance, are needed in almost any job, as well as in job preparation programs.

*Whether you choose a traditional career for your gender or a nontraditional career, make the choice based on your personal dreams, interests and aptitudes.

*Explore ALL the options—don't believe anyone who says "You can't do that," "Girls shouldn't do that, " or "Guys wouldn't want to do that."

*Talk with you family, friends, teachers and counselors about your interests and goals. Other people can help you with your decisions.

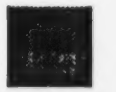
*People in the occupation(s) that appeal to you. You can rely on them for advice and support. You may want to ask them about:

*Job duties
*Work environment
*Advantages/Disadvantages
*Training & Education Requirements
*Advancement
*Salary & Benefits
*A Typical Work Day

*Talk with your school counselor about what vacational education programs are offered at your school, ask for details about the programs and visit with teachers of the programs which seem interesting.

*The librarian at your school or public library would be happy to help find printed or audio-visual material, about different careers.

*Exploring careers can be a valuable experiance, especially if you take advantage of all of the resources available to you.



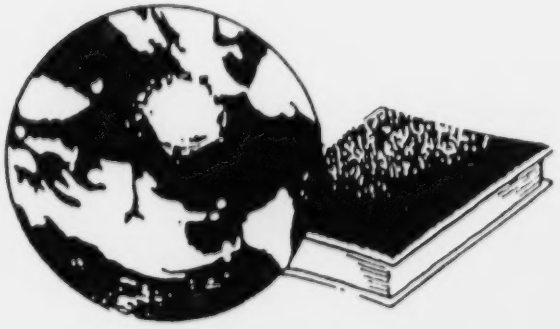
**Cowley County
Community College &
Area Vocational-Technical School**

You can discover career opportunities through career exploration!

Dear Parents,

Encouraging career exploration is the responsibility of many people--including teachers, counselors and especially you--parents. There are many things that can happen in the home which will later influence your child's future career decisions. As a parent, you know your child better than anyone else does. You've been in a position to observe their values and aptitudes first hand. With your help, your child can make career choices that will provide not only a steady income but personal satisfaction.

We hope that some of the information included in this brochure will help you think about ways that you can encourage good career planning for your child. Career decision making is a process, not an event that occurs at a given time. Your child's future career (or careers) will be influenced by events that begin in the school years and continue through all of adult life. We hope you will use these tips to work with the school in providing the guidance you want for your child.



Exploring Career Choices

Together, you and your child can start to focus attention on jobs in many ways near your home:

•Invite your child to visit you at work. Demonstrate what you do and point out areas of interest.
•Point out what relatives and neighbors do at their jobs. Urge your child to talk to them about their work.
•Encourage them to ask about the duties involved in jobs and what people like best about them.
•Watch for people who are pioneering jobs that are not traditional for their sex. Call your child's attention to them.

You can help your child take advantage of the schools' assistance in exploring occupational choices:

•Encourage your child to find out which Vocational Education Programs are offered at school.
•Urge her/him to see a counselor and ask for details about the programs and their requirements.
•Suggest talking to the teachers of programs which seem interesting.
•Remind your child that the librarian at the school or public library would be happy to help find printed or audio-visual material, about different careers.
•Parents, talk with teachers and counselors about the kind of guidance students are given in making career choices.
•Help your child understand how important school work will be in final work choices. Reading and math, for instance, are needed in almost any job, as well as in job preparation programs.

For Young Children:

•Encourage a wide range of toy play-- from dolls to trucks, to blocks--for ALL children.
•Encourage cooperative play between boys and girls.
•Cultivate risk-taking, independence, effective decision-making, and leadership skills in children REGARDLESS OF GENDER.
•Provide children with books and other forms of media that show women and men, boys and girls in a variety of roles.
•Encourage BOTH sexes to participate in clubs and after-school activities.
•Evaluate school activities that separate boys and girls (such as teams or lineups) to determine if it is necessary to do so from an educational standpoint. Parents/guardians can voice concerns and suggest alternatives.

For Older Children:

•Encourage BOTH girls and boys to explore a wide variety of career options.
•Reinforce the fact that math and science courses are essential to keep career options open.
•Support a child's decision when she/he chooses a non-traditional occupation.
•Prepare BOTH girls and boys for managing a career and a household simultaneously.

DOES YOUR DAUGHTER KNOW THAT...

She will be in the paid work force a significant part of her life? (40 years if she is single, 30 years if she marries and has no children, or 15-25 if she has children).

*The chances are high that she will be working for pay out of economic necessity to support herself and her family.

*Young women must elect and train for work which suit their interests and needs, work which can provide them economic security and personal satisfaction. Some of these jobs are traditionally stereotyped as "men's jobs."

*Young women should also make certain that they gain some of the basic home maintenance skills they may need as independent workers or as heads of families.

DOES YOUR SON KNOW THAT...

*If he marries, his wife will almost certainly work for pay outside their home.

*As more and more women are working outside their homes, increasing numbers of men are called upon to assume responsibilities for child care, food preparation, and home maintenance. If he is the one man in every three whose marriage ends in divorce, or if his wife becomes ill or disabled, this responsibility may be solely his.

*Young men should prepare now for work outside the home as well as work within the home and family.

*Equal employment opportunity now allows young men to move into jobs traditionally stereotyped as "women's jobs" which may suit their interests and abilities better than traditional "male jobs."

Laura S. Dodson, Gender Equity Coordinator
Cowley County Community College & AVTS
125 S. Second
Arkansas City, KS 67005

Cowley County
Community College &
Area Vocational-Technical School

EXPLORING CAREER OPTIONS WITH YOUNG PEOPLE

A PARENT'S GUIDE

Let's get started!

You've started planning for your future. You are thinking about who you are and are taking an inventory of your values, interests and abilities. It is important that during this time you allow yourself to explore the many career opportunities available to you. Many things happen in your home and school which will influence your future career decisions. Hopefully, the information included in this brochure will help you think about ways you can practice good career planning. Career decision making is a process, not an event that occurs at a given time. **Good Luck!**

Girls, Did You Know. . .

*You will be in the paid work force for a significant part of your life. (Forty years if you are single, thirty if you marry and have no children, or fifteen to twenty-five if you have children.)

*The chances are high that you will be working for pay outside the home because of economic necessity to support yourself and your family.

*You must train for work which suits your interests and needs plus provides economic security and personal satisfaction, even if some of these jobs have been traditionally stereotyped as "men jobs." You should also make certain that you gain some of the basic home maintenance skills you may need as an independent worker or as the head of a family.

Guys, Did You Know. . .

*If you marry, your wife will almost certainly work for pay outside the home.

*As more and more women are working outside the home, increasing numbers of men are called upon to assume responsibilities for child care, food preparation, and home maintenance. If you are the one man in every three whose marriage ends in divorce, or if your wife becomes ill or disabled, this responsibility may be solely yours.

*You should prepare now not only for work outside the home, but also for work within the home and family.

*Equal employment opportunity now allows you to move into jobs traditionally stereotyped as "women's jobs" which may suit your interests and abilities better than traditional "male jobs."

WHAT YOU CAN DO:

*Believe in yourself. Your education, future and career is solely up to you.

*Remember how important your school work will be in final work choices. Reading and math, for instance, are needed in almost any job, as well as in job preparation programs.

*Whether you choose a traditional career for your gender or a non-traditional career, make the choice based on your personal dreams, interests, and aptitudes.

*Explore ALL the options--don't believe anyone who says "You can't do that,""Girls shouldn't do that," or Guys wouldn't want to do that."

*Talk with your family, friends, teachers and counselors about your interests and goals. Other people can help you with your decisions.

*Seek out people in the occupation(s) that appeal to you. You can rely on them for advice and support. You may want to ask them about:

*Job Duties
*Work Environment
*Advantages/Disadvantages
*Training & Education Requirements
*Advancement
*Salary & Benefits
*A Typical Work Day

*Talk with your school counselor about which vocational education programs are offered at your school, ask for details about the programs and visit with teachers of the programs that seem interesting.

*The librarian at your school or public library would be happy to help find printed or audio-visual material about different careers.

*Exploring careers can be a valuable experience, especially if you take advantage of all the resources available to you.

Cowley County
Community College &
Area Vocational-Technical School

YOU CAN DISCOVER

CAREER OPPORTUNITIES

THROUGH CAREER

EXPLORATION!

Gender Bias and Math Achievement

Why?

The implications for girls and women who fail to pursue advanced math courses in high school are many and serious. A minimal math background limits the choices made for college programs and career path opportunities. Boys generally take more *higher level math* than girls do. However, when females do enroll in math courses they succeed equally as well as their male counterparts.

Selections of and participation in higher level math courses are very important factors that do influence future life choices.

Gender differences in verbal and spatial abilities are too small to account for the enormous differences in occupational distribution of females and males in math-related careers.

Attitudes

As early as 7th grade, boys show a stronger preference for math.

Girls have less confidence of their own ability even though their math achievement is the same.

Girls, and the parents of girls, <u>think</u> math is more difficult for girls than for boys.

Girls become less positive about the need for math in careers than boys do, and at an earlier age.

What to do?

Parents can:

Recognize their own biases towards their sons' and daughters' math abilities.

Seek out information about the value of math in careers for women.

Play a key role in influencing their daughters' math achievement.

Teachers can:

Encourage and support girls to take math classes, linking math to careers at all grade levels.

Set high expectations for girls enrolled in math classes and continually affirm their ability to do well in math.

Utilize teaching methods that capitalize on the enjoyment of young girls taking math.

Create a classroom which is relaxed and non-threatening to all students.

Administrators can:

Stress the importance of eliminating sex bias in aptitude tests, vocational interest surveys, and class counseling.

Require four years of math courses for graduation and actively recruit females into higher level math programs.

Provide affirmative interventions which challenge the attitudes, perceptions, and biases of girls toward math.

Want more information?

Write or Call

Laura S. Dodson, Director
South Central Kansas
Gender Equity Program
P.O. Box 1147
Arkansas City, KS 67005

(800) 593-2222
or
(316) 442-0430

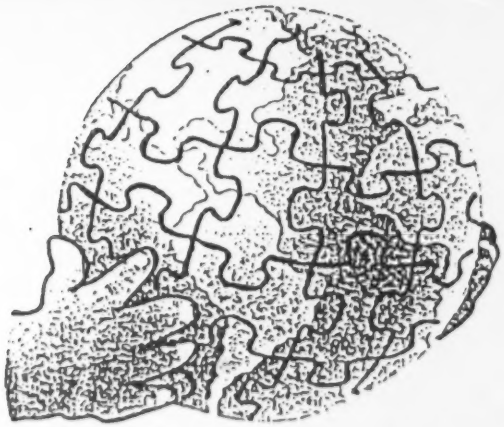
The South Central Kansas Gender Equity Program derives funding through the Federal Carl Perkins Vocational Education Act.

South Central Kansas Gender Equity Program
Cowley County Community College & AVTS
P.O. Box 1147
Arkansas City, KS 67005

Gender Bias

and

Math Achievement



If your are considering taking a nontraditional class or planning a career in a nontraditional field, you are a PIONEER. Choosing a nontraditional career means doing the unexpected. It also means opening the doors to career choices as unlimited as your imagination. You will be breaking new ground! Moving into unfamiliar territory! And making the way easier for those who follow!

Being a pioneer is not easy at a time in your life when the pressure to conform can be intense. Some people may not understand that this is a difficult decision. You might need support for your decision from a lot of places--including parents, friends, teachers and counselors. **ASK FOR IT!**

Concerns you might be facing:

Girls

*Classmates (or co-workers) may have trouble adjusting.

*Possible teasing from classmates

*Others may not want to help you learn the basics.

*Grading may be biased because you don"t do everything like the guys.

*Some of the guys may want to do the hard work for you--don't let them!

Boys

*Classmates (or co-workers) may have trouble adjusting.

*Other guys may call you names.

*Some people may think you won't be able to support a family.

*Many females will want to help. Don't let them!

*Friends may think it's a joke.

Rewards

Girls, you may. . .

*Have a higher level of self-esteem for doing something you really like.
*Be much better prepared for all aspects of life.
*Be much more capable of taking care of yourself and family.
*Enjoy a higher income.
*Be less likely to be on public assistance.
*Be a model of independence for your children.
*Feel confident without depending on someone else.

Boys, you may. . .

*Have a higher level of self-esteem for dong something you really like.
*Feel much better prepared for all aspects of life
*Have a better relationship with your spouse and children.
*Work less overtime and weekends
*Be able to express emotions more appropriately.
*Be a model of independence for your children.

What You Can Do:

*Believe in yourself. Your education, future, and career is solely up to you.

*Be willing to take risks and be a pioneer--you will always learn something to take you to the next step.

*Ask for help. It doesn't mean that you are weak--it means that you are smart and brave enough to ask.

*You may want to find someone of the same gender in the same occupation or someone of the same gender who has taken the class. Then you can rely on them for support. Your school counselor should be able to find that someone.

*Find someone you can share your emotions with--your fears, hopes, joys, sorrows. Don't keep them tucked inside.

*Learn to communicate openly by expressing what you feel, think, believe without blaming someone else or putting yourself down. Say,"I'm not familiar with this, will you explain it," instead of "I'm so dumb; I guess I didn't learn this; I don't suppose you'd have time to teach me, would you?"

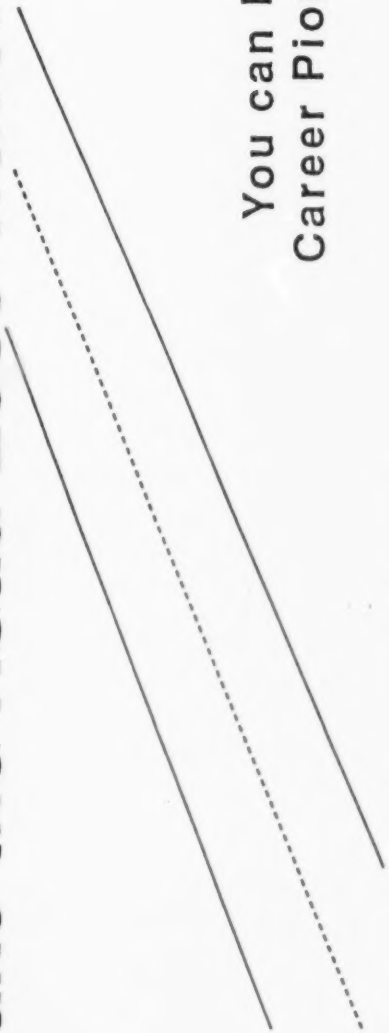
*Set realistic goals for your life that include managing home and career (for both males and females) because in most cases both husband and wife will work and share homemaking and child care responsibilities.

*Explore all options--don't believe anyone who says "You can't do that," "Girls shouldn't do that," or "Boys wouldn't want to do that."

*Whether you choose a traditional career for your gender or a nontraditional career, make a career choice based on your personal dreams and interests, not on a belief that certain careers are suitable only for men or for women.

*Remember the world is changing at a dramatic pace. You can lead the way as a pioneer into an equitable world where both genders are honored for the uniqueness and strength each gives to the other.

Take the Road Less Traveled!



You can be a Career Pioneer!

Laura S. Dodson-Pennington
Conference Coordinator
Cowley County Community College & AVTS
125 South Second o P.O. Box 1147
Arkansas City, KS 67005

U.S. POSTAGE
BULK RATE
Nonprofit Organization
Arkansas City, KS

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March is Women's History Month!

Promoted by:
The South Central Kansas
Gender Equity Project

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This project derives funding through the Federal

March is Women's History Month!

Women's History is rapidly moving into the mainstream of public awareness. Enthusiasm for National Women's History Month has been phenomenal, with programs expanding well beyond March in every region of the U.S. Every Day, for example, the ***National Women's History Project (NWHP)***, an organization devoted to providing resources regarding women in history, is inundated with requests for information from people eager for initial information, or wanting specific materials to share with their students, family, friends and co-workers. The NWHP originated the celebration of National Women's History Month as a starting point. Since then, they have developed may outstanding multi-cultural materials to bring the wonderful women of our nation's past to life throughout the year.

Women's History has found niches in the educational reform movements sweeping the nation as well as in other venues. When girls and women see people like themselves portrayed as important players in this country's past, they quickly realize that they, too, can play an important role in its future. Including multi-cultural woman's history in school class lessons is more than just good teaching. It is a straight forward demonstration of the importance of women from all walks of life. Girls gain vital role models and added self esteem, and boys see an alternative to the traditional image of women.

The ***South Central Kansas Gender Equity Project*** and the ***National Women's History Project*** invite you to join them by celebrating National Women's History Month in your school, community or work place, and by making women's history a part of your life. Should you be interested in receiving more information about or a catalog from the National Women's History Project, please contact them at (707) 838-6000.

Locally, the ***South Central Kansas Gender Equity Project*** houses an extensive collection of library materials, including many resources perfect for use and available for check-out during Women's History Month. You can contact us at (800) 593-2222 or (316) 441-5311.

Samples of Resources from the Gender Equity Library

- 101 Wonderful Ways to Celebrate Women's History
- Exposures: Women & Their Art
- Black Women in America (Volumes I & II)
- Heroes in Our History (Coloring Book)
- Women in U.S. History (Coloring Book)
- Norton's Anthology of Literature by Women
- Notable Hispanic American Women
- Courageous Voices: A Unit on Women & Language Arts
- Spindle Stories (Units on Women's World History)
- A Story of Her Own: Teaching Literature by Women
- Maid of the North: Folk Tales from Around the World
- Women's Sports, A History
- American Women in Science Biographies
- Nobel Prize Women in Science
- Women Scientists
- Women in Science: Antiquity Through the 19th Century
- Portraits of Our Mothers (Using Oral History)
- American Women Artists
- American Women Making History (play)
- Handbook of American Women's History
- Native American Women
- Women's History: Curriculum Guide
- Notable Black Women
- Tatterhood and Other Tales
- They Chose Greatness
- Where were the Women? (play)
- Women Adventurers, Explorers & Inventors
- Women & Music, A History
- One Fine Day (Video)
- Mothers of Invention
- Outstanding Women in Math & Science
- Women in Space
- Women of Science: Righting the Record
- Women in Mathematics

The South Central Kansas Gender Equity Educational Resource Center

Program Information and Service Guide

Cowley County Community College & AVTS
P.O. Box 1147
Arkansas City, Kansas 67005

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South Central Kansas Gender Equity Educational Resource Center
Cowley County Community College & AVTS
P.O. Box 1147
Arkansas City, Kansas 67005

U. S. POSTAGE
BULK RATE
Non-Profit
Organization
Arkansas City,
Kansas
PERMIT No. 14

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History

Seven (7) Gender Equity Projects were established during the 1991-92 academic year in Kansas. The seven Projects together serve the entire state of Kansas and are presently entering their fifth year of operation.

Service Area

The South Central Kansas Gender Equity Educational Resource Center serves ALL public school districts (superintendents, principals, counselors, social workers, teachers, parents and students, grades K - 12) and their larger communities in the following counties:

Butler, Cowley, Sedgwick, Sumner, Kingman and Harper

Funding and Administration

The South Central Kansas Gender Equity Educational Resource Center is funded by a Carl Perkins Vocational Education competitive grant made available by the Kansas State Board of Education and it is administered by Cowley County Community College & AVTS.

Mission and Purposes

The focus of the South Central Kansas Gender Equity Educational Resource Center is twofold:

- To facilitate the process of career awareness, exploration and preparation by students of all ages, focusing on nontraditional opportunities for both females and males. This is accomplished by, among other initiatives, involvement in the Tech Prep and School-to-Work movements, apprenticeships, internships, experiential learning opportunities, entrepreneurship, as well as other more traditional methods of addressing this critical educational issue; and

- To serve as an all-purpose educational resource center and catalyst regarding the broad topic of gender equity as it relates to the school process and experience. This may be accomplished by exploring and addressing such issues as stereotypes and biases, sexual harassment, classroom interactions and/or instruction, counseling practices, self esteem, assessment, school climate, classroom materials and texts, and language bias as well as many additional topics.

Services and Resources Offered

(no charge to public school districts):

- Extensive Resource Library
- Speakers Bureau and Referral Services
- Field Trip Guide
- Bi-annual Newsletters
- A number of informative brochures
- Seminars and Presentations
- Technology Day Student Conference
- Looking To Tomorrow Student Conference
- Resource Center staff also provide technical assistance and consulting services on a wide range of issues and areas.

Need more information?

For more information about this Project and its services or for copies of any of the Project's materials or resources, please contact:

Laura Dodson-Pennington, Director
South Central Kansas
Gender Equity Educational Resource Center
Cowley County Community College & AVTS
P.O. Box 1147
Arkansas City, KS 67005

(316) 441-5311 • (800) 593-2222

The Gender Equity Educational Resource Center derives funding through the Federal Carl Perkins Vocational Education Act.

The South Central Kansas Gender Equity Educational Resource Center prohibits discrimination in its services and services are available regardless of race, color, religion, sex, national origin, age, sexual orientation or physical handicap.

THE SOUTH CENTRAL KANSAS

GENDER EQUITY PROGRAM

FIELD TRIP GUIDE

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South Central Kansas Gender Equity Program
Cowley County Community College & AVTS
P.O. Box 1147 ♦ 125 South Second Street
Arkansas City, Ks 67005
(316) 442-0430 or (800) 593-2222

BEST COPY AVAILABLE

THE SOUTH CENTRAL KANSAS GENDER EQUITY PROGRAM FIELD TRIP GUIDE

Gender Equity Program Director
Laura Dodson

Compiled and Published by
Sue Masoner
Gender Equity Program
Technical Assistant

The Gender Equity Program derives funding through the Federal Carl Perkins Vocational Educational Act.

Acknowledgments

Expanding the Classroom
Resource Manual

Chambers of Commerce
in each town of our region

Kansas State Chamber of Commerce

Ceres Unified School District
Ceres, California

Wichita Eagle-Beacon Publishing Co., Inc.

We gratefully acknowledge the time and effort of the many groups and individuals who contributed information to this project.

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INTRODUCTION

It is with great enthusiasm that we present our
South Central Kansas Gender Equity Program Field Trip Guide.

What follows is a compilation of information provided by the businesses, museums, libraries, media, and government services included in this document. This directory only includes those organizations which responded to our questionnaire in the South Central Kansas area which includes the counties of Butler, Cowley, Sedgwick, Sumner, Harper, and Kingman. Because we anticipate this Guide to grow, we will be looking for new sources for inclusion. Please feel free to inform us of any sites we should consider.

We hope that you will find the Guide useful in planning learning activities for your students, and we know that they will benefit in many ways from a visit to any of these offerings. We have made a true effort to include a comprehensive sampling of a variety of experiences, but by no means is this document complete. Judging by the cooperative response we received from those we contacted, there must be many more places of interest in our region that would be glad to share their knowledge and facilities. Please use the Guide as an **Idea Bank**.

BUSINESS

AND

INDUSTRY

BINNEY AND SMITH INC.
CRAYOLA PRODUCT TOURS
P.O. BOX 546
WINFIELD, KANSAS 67156
(316) 221-4200

Location: 2000 Liquitex Lane in the southeast corner of Winfield, turn east onto 19th Avenue from Main Street and continue east about 20 city blocks.
Parking: Parking Lots
Hours: February 1 through November 15
Monday, Tuesday, Wednesday, and Thursday at 10:30am and 1:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: Souvenirs for sale include lapel pins, sports bottles and t-shirts, ranging in price from $1.00 to $9.00 plus sales tax. Cash only will be accepted. If you do not want these items made available to your group, please notify us in advance.

Contact Person: Monday - Friday 8:00am-4:30pm

Special Rules or Guidelines:
The absolute maximum number of visitors per tour is 30 people, including parents, teachers and/or sponsors who accompany children's groups. After your reservation is confirmed, we will send you numbered, dated admission tickets for your tour. All visitors must have a ticket to be admitted for a tour. To ensure the safety of our guests, no exceptions will be made to our maximum visitor number.
Children must be at least 7 (seven) years of age or in the second grade before they can tour our plant, even when accompanied by parents or other adults. This is a safety precaution that will not be compromised. We require one responsible adult for each 14 children.
Reservations are accepted one year in advance. In the event that we are unable to accommodate your group at this time we do have a waiting list upon your request.

Program or Tour Offered:
During the tour of the facility you will see how Crayola and Liquitex products are made. Each tour lasts approximately 1 and 1/2 hours and is hosted by a company tour representative who explains the operations and answers visitors questions. No still or video cameras are allowed in the facility.

CURRENT AIRCRAFT

P.O. BOX 776
ARKANSAS CITY, KANSAS 67005
(316) 442-2290

Location: Terminal Building, Strother Field Industrial Park, on US Highway 77 between Arkansas City and Winfield.
Parking: Yes
Hours: Monday - Friday 8:00am-5:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Melvin Current or Steve Current

Special Rules or Guidelines:
Students in the 3rd Grade or above are preferred with group size limited to 25 - 30 students.

Program or Tour Offered:
The students are shown navigation maps, radios, wind direction indicators, and other things associated with an airport. An airplane is exhibited with explanations of its various components. Then the students receive a tour of the cockpit showing flight and navigation instruments.

GALAXY TOOL CORPORATION

11 INDUSTRIAL ROAD
WINFIELD, KANSAS 67156
(316) 221-6262

Parking: Yes
Hours: Monday - Friday 8:00am-5:00pm
Admission: None
Handicapped Access: No
Lunch Facilities: None
Gift Shop: None

Contact Person: Al West

Special Rules or Guidelines:
Groups are limited to ten with at least one chaperon. Safety glasses are required.

Program or Tour Offered:
Tour of the machine shop which makes molds for Rubbermaid-Winfield

GENERAL ELECTRIC AIRCRAFT ENGINE MAINTENANCE CENTER

P.O. BOX 797
ARKANSAS CITY, KANSAS 67005
(316) 442-3600 OR (316) 221-1300

Location: Strother Field Industrial Park, US Highway 77 between Arkansas City and Winfield, Kansas
Parking: On site
Hours: Monday - Friday 7:30am-4:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Human Resources Manager during business hours

Special Rules or Guidelines:
Groups should be limited to 12-15 students aged 18 or older. A student/chaperon ratio of 15:1 is requested. All tours must be scheduled in advance and are subject to availability of tour guides and production requirements.

Program or Tour Offered:

General Tours include viewing the facilities and different engine lines in various stages of repair. There are numerous buildings and work stations that deal with the various components that comprise a jet engine.

Specific Work Areas may be viewed by special arrangement.

GORDON-PIATT ENERGY GROUP, INC.

P.O. BOX 650
WINFIELD, KANSAS 67156
(316) 221-4770

Location: Strother Field Industrial Park, US Highway 77, between Arkansas City and Winfield, Kansas
Parking: Parking lot available
Hours: Monday - Friday 8:00am-3:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Karen Cannady, Monday - Friday 8:00am-4:30pm

Special Rules or Guidelines:
Students should be at least 14 years old, in groups of no more than 30 with a 10:1 student/chaperon ratio. Please call at least two weeks in advance to make arrangements. GPEG will provide safety glasses which must be worn in the plant.

Program or Tour Offered:
The Plant deals in commercial and industrial combustion equipment with exports to Canada, South America, Mexico, and the new Russian States. Students will be given a tour of the facility with explanations on the procedures.

MONTGOMERY ELEVATOR INC.

P.O. BOX 987
ARKANSAS CITY, KANSAS 67005
(316) 442-2510

Location: Strother Field Industrial Park, US Highway 77 between Arkansas City and Winfield
Parking: Parking lot
Hours: Monday - Friday 6:00am-4:30pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Steve Smith, Monday - Friday 7:00am-4:00pm

Special Rules or Guidelines:
Visitors must be at least 17 years old, and the maximum group size is 15. At least one responsible adult must accompany each 10 students. Safety glasses are required, and your group's needs will be evaluated before a tour reservation can be granted.

Program or Tour Offered:
The entire shop is included in the tour where you will see the manufacturing process from beginning to the end product.

TYLER PRODUCTION INC.

ROUTE 2
ARKANSAS CITY, KANSAS 67005
(316) 442-6525

Location: 2 miles North and 2 miles West of Regency Court Motel, Arkansas City, Kansas
Parking: Yes
Hours: Monday - Friday 8:00am-12:00pm 1:00pm-3:00pm
Admission: None
Handicapped Access: Help provided upon request
Lunch Facilities: None
Gift Shop: None

Contact Person: Steve Tyler, Monday - Friday 8:00am-4:00pm

Special Rules or Guidelines:
Students must be at least 16 with 1 chaperon per 20 students. Safety glasses are required.

Program or Tour Offered:
Viewing the use of Automatic Screw Machines and CNC Turning Centers.

VULCAN CHEMICALS

6200 SOUTH RIDGE ROAD (BOX 12283)
WICHITA, KANSAS
(316) 529-7451 or (316) 529-7385

Parking: Yes
Hours: Monday - Friday 8:00am-4:30pm (or by arrangement)
Admission: None
Handicapped Access: Limited
Lunch Facilities: Yes
Gift Shop: None

Contact Person: Delmer Parr

Special Rules or Guidelines:
Visitors are restricted to 8 years old and up with a maximum group size of 100. There should be a responsible adult with each 15 children.

Program or Tour Offered:
Vulcan Chemicals is the manufacturer of chlorine and related products. Upon your arrival you will view an introductory video to learn about Vulcan's products and their uses. You will then tour the modern chemical plant and our research and development facilities, comprising about 160 acres.

HOSPITALS

AND

CARE FACILITIES

ARKANSAS CITY MEMORIAL HOSPITAL

P.O. BOX 1107
ARKANSAS CITY, KANSAS 67005
(316) 442-2500

Location: 1st Street and Birch
Parking: Yes
Hours: By appointment
Admission: None
Handicapped Access: Yes
Lunch Facilities: Yes
Gift Shop: Yes

Contact Person: Ann Looney, Monday - Friday 8:00am-5:00pm

Special Rules or Guidelines:
Tour visitors are restricted to Kindergarten and up. Groups of 10 are preferred with at least one responsible adult to accompany the group.

Program or Tour Offered:
The areas of the Hospital that can be viewed are the Emergency Room, Surgery, Obstetrics, Laboratory, X-ray, Physical Therapy, and Skilled Nursing. In some instances not all areas may be available for viewing. There will be a presenter in each section for explanation and questions.

CUMBERNAULD VILLAGE

716 NORTH TWEED
WINFIELD, KANSAS 67156
(316) 221-4141

Location: North College Street, past Southwestern College
Parking: Yes
Hours: Monday - Friday 8:00am-5:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: Yes with reservations
Gift Shop: Yes (not souvenirs)

Contact Person: Rhonda Goodrum or Norma Orr

Special Rules or Guidelines:
Kindergarten and up may tour the Village in group maximums of 30. At least one responsible adult should accompany the group. This is a non-smoking facility.

Program or Tour Offered:
Cumbernauld Village is a continuing care/retirement facility. Tours include the front offices, dining room, library, commons area, apartments, and the lobby of the health care center. Groups may also tour the grounds. A guide will be glad to answer your questions and give information throughout the tour.

WILLIAM NEWTON MEMORIAL HOSPITAL

1300 E. 5TH STREET
WINFIELD, KANSAS 67156
(316) 221-2300

Location: West of College Street on 5th Street
Parking: Yes
Hours: Monday - Friday 1:00pm-4:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: Yes
Gift Shop: Yes

Contact Person: Staff Development Coordinator, Monday - Friday 8:00am-4:30pm

Special Rules or Guidelines:
Group size is limited to 12-25 students with 3 chaperons per 12 students. The visitors must be reasonably healthy to help eliminate the spread of illnesses.

Program or Tour Offered:
The tours will be individualized to age groups, but the general tour includes viewing the Obstetrics, Emergency Room, and Physical Therapy with informative lectures on the procedures that take place in each area.

WINFIELD STATE HOSPITAL AND TRAINING CENTER

ROUTE 1 BOX 123
WINFIELD, KANSAS 67005
(316) 221-1200

Location: North of Winfield on North College Street
Parking: Yes
Hours: Monday - Friday 9:00am-5:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: Canteen
Gift Shop: None

Contact Person: Mary Beth Dietrick

Special Rules or Guidelines:
Groups are limited to 15 with one adult per group. Students should be at least 15 years old with an educational interest in touring the facility.

Program or Tour Offered:
During the tour the group will view the residence halls and training situations. There is a Center representative in each area to explain procedures and answer questions.

WINFIELD CORRECTIONAL FACILITY

P.O. BOX 653
WINFIELD, KANSAS 67156
(316) 221-6660

Location: N. College Street at the NW corner of The State Hospital
Parking: Yes
Hours: Monday - Friday 8:00am-5:00pm
Admission: None
Handicapped Access: First Floor only
Lunch Facilities: None
Gift Shop: None

Contact Person: Kent Sisson, Deputy Warden

Special Rules or Guidelines:
Visitors should be 18 or older and group size is limited to a maximum of 30 students with at least one chaperon. Visitors should be aware that they are subject to search before the tour begins.

Program or Tour Offered:
The complete facility is open to tours including the administration, kitchen, and housing areas. The various programs are explained during the tour.

GALLERIES,

LIBRARIES,

AND

MUSEUMS

ARGONIA AND WESTERN SUMNER COUNTY HISTORICAL SOCIETY

221 W. GARFIELD
ARGONIA, KANSAS 67004
(316) 435-6733

Parking: Yes
Hours: By appointment or
Summer Hours: Sunday: 1:00-4:00pm
Admission: Contributions Accepted
Handicapped Access: No
Lunch Facilities: None
Gift Shop: None

Contact Person: Ruth Harper, Monday-Friday: 9:00 am-5:00pm

Special Rules or Guidelines:
Groups are limited to 30 persons with a ratio of 1 adult to 8 children. None of the exhibits may be touched.

Program or Tour Offered:
The tour consists of an 1887 house with period furnishings and the Salter Museum collection of community culture pieces.

CHEROKEE STRIP LAND RUSH MUSEUM

P.O. BOX 1002
ARKANSAS CITY, KANSAS 67005
(316) 442-6750

Location: South of Arkansas City on U.S. Highway 77 (South Summit Street Road)
Parking: For Buses and Cars
Hours: September - March: Tuesday - Saturday 10:00am-4:00pm
Sunday 1:00pm-4:00pm
April - August: Tuesday - Saturday 10:00am-5:00pm
Sunday 1:00pm-5:00pm
Admission: Adults $2.50, Children 6-12 $1.00, Under 6 free
Handicapped Access: Yes
Lunch Facilities: Yes
Gift Shop: Yes

Contact Person: Liz Oakes, office same as above

Special Rules or Guidelines:
There are no restrictions on group size or age, but there should be 1 adult per five children. Student groups receive admission discounts, call for more information.

Program or Tour Offered:
Various Cherokee Strip Run, Indian, Pioneer and other late 1890s through early 1900s educational and historical programs. Students also have the option to take a Scavenger Hunt in the Museum.

CHILDREN'S MUSEUM OF WICHITA

435 SOUTH WATER
WICHITA, KANSAS 67202
(316) 267-3844

Location: Just south of Century II at the corner of Lewis & Water
Parking: Parking lot next to building
Hours: Monday 9:00am to 5:00pm (offices only)
Tuesday-Friday 9:00am to 4:00pm
Saturday 9:00am to 5:00pm
Sunday 1:00pm to 5:00pm
Admission: $2.00 per person-children under 2 are free
$1.50 for groups of 10 or more with a reservation
Handicapped Access: Yes, both wheelchairs and strollers
Lunch Facilities: None
Gift Shop: Yes, open during regular museum hours

Contact Person: Museum Secretary

Special Rules or Guidelines:
Children ages 2 through 10. Call the Museum office Monday through Friday to make reservations for groups of ten children or more (schools, day camps, day care centers, etc.). Free admission for USD 259 students by reservation only. Adults are required at a 1:5 ratio, and are expected to assist in the supervision of the children. Teachers, staff persons and paraprofessionals enter free; chaperons and any child two years or older must pay the discounted rate. Name tags are helpful in identifying classes. Groups receive an orientation upon arrival and are allowed two hours in the Museum.

Program or Tour Offered:
GOALS AND OBJECTIVES:
Our goal is to provide children with an environment where they can learn through first-hand experiences. All museum exhibits are designed to involve children in role-playing, experimentation, and hands-on learning. We try to gear the exhibits so that children of all ages are exposed to new ideas and are able to grasp new knowledge.
STANDARD PROGRAMS:
The Wichita Children's Museum exhibits include:

Child-size city street called Wichitouch where children role-play different careers
Lionel Train Village
Self-balancing Ferris Wheel that teaches gravity and axis rotation
Kansas Wildlife Exhibit that introduces children to Kansas wildlife and Prairie grasses
Frozen Shadow room which freezes shadows for 30 seconds

Continued on the next page . . .

Colored Shadow room which shows children what happens when several colors are mixed
Broadcast station
. . . and many more

Most of the museum exhibits are permanent, however, we do try to provide the visitors with one or two new in-house exhibits and we are always improving and expanding on the existing exhibits. We also try to bring in one or two "special interest" traveling exhibits that will help to heighten the visitors' knowledge.

CLEARWATER HISTORICAL SOCIETY MUSEUM

149 N. FORTH STREET
CLEARWATER, KS 67026
(316) 584-2444

Location: In the City Park next to the City Swimming Pool
Parking: Bus or auto in front
Hours: By appointment--most days or evenings available
Admission: None (donations only)
Handicapped Access: Yes
Lunch Facilities: Nearby restaurants
Gift Shop: Souvenirs

Contact Person: Jaculin U. Eckel, Director

Special Rules or Guidelines:
Four to five groups of 20 students can be handled at one time, with one adult per 20 children. There are no hands-on exhibits and the director has jurisdiction over the guests.

Program or Tour Offered:
The collection contains Clearwater artifacts, blacksmith shop, tools, and a seven-room home with rooms of different periods. The center buildings are a Dr./Dentist Office, School Room, Summer Kitchen, Laundry Room, a Sewing/Quilting Room, and a General Store. There is also a two-ton marker indicating the Chisholm Trail.

WARREN HALL COUTTS III MEMORIAL MUSEUM OF ART, INC.

P.O. BOX 1
EL DORADO, KANSAS 67042-0001
(316) 321-1212

Location: 110 N. Main, downtown El Dorado
Parking: Parking lot across the street behind store front and on the street
Hours: Monday - Friday: 1:00pm-5:00pm
Tuesday & Thursday: 9:00am-12:00pm
After hours: By appointment
Admission: None
Handicapped Access: The main floor is totally accessible
Lunch Facilities: Next door and across the street
Gift Shop: Next door and across the street

Contact Person: Rhoda Hodges, Terri Scott, or Denice Morris (See hours set above)

Special Rules or Guidelines:
Group size is a maximum of 60 with 1 chaperon per 20 to 25 students. The museum holds special openings for tours of 12 or more people at no charge, but special openings of less than 12 has a $25.00 charge.

Program or Tour Offered:
Guided Group Tours through over 100 objects of art, including original oils, prints, sculptures and drawings. The permanent collection is housed on two and a half floors of viewing rooms. The main floor of the museum is used for an active special exhibit schedule. Traveling and temporary exhibits of local, state and national significance can be viewed on the lower level which is handicapped accessible. Lectures, hands-on activities and programs are held in association with traveling exhibits.
Symposiums on various art related topics and concerts are held on the lower level.
Groups may browse through the tasteful antique furnishings and floors of art with Persian rugs, chandeliers, marble columns and walls at their leisure or organized tours are available.

COWLEY COUNTY HISTORICAL SOCIETY

1011 MANSFIELD
WINFIELD, KS 67156
(316) 221-9538

Parking: Street Parking available on three sides
Hours: Saturday and Sunday: 2:00-5:00pm
By Appointment
Admission: None
Handicapped Access: None (Ramp to be installed soon)
Lunch Facilities: Picnic facilities in nearby park
Gift Shop: Yes

Contact Person: Frankie Cullison: (316) 221-0793
or Marge Piel: (316) 221-9538

Special Rules or Guidelines:
Students should be at least 6 years old. The group size is limited to 25-30 with 1 adult to each 10 -12 children. Tour hours preferred are 10:00 am-12:00pm or 1:00pm-3:00pm.

Program or Tour Offered:
Tour of 8 rooms in old school building with collection of local history, manuscripts and photographs from 1870, Cowley County and Winfield pioneer life from 1870.

FELLOW-REEVE MUSEUM OF HISTORY AND SCIENCE
FRIENDS UNIVERSITY

2100 UNIVERSITY
WICHITA, KANSAS 67213
(316) 292-5594

Location: 4th and 5th floor, Davis Administration Building, Friends University
Parking: North parking lot, Friends University Campus
Hours: Monday-Friday 1:00pm to 4:00pm, September through May
Closed summer months and from mid-December to Mid-January
Admission: Adults $ 1.00, Children under 12 $ .50
Handicapped Access: Only to 4th floor via elevator at north end of Davis Administration Building
Lunch Facilities: Yes, at the Casado Center, groups should call (316) 261-5801 for arrangements
Gift Shop: None

Contact Person: Dr. Philip Nagley, Director

Special Rules or Guidelines:
Grades K-12. Groups of eight or more are urged to make reservations at least one week in advance. Admission fees apply. The average tour lasts one hour.

Program or Tour Offered:
STANDARD PROGRAMS:
Permanent exhibits consist of:

- Indian campsites with tepee, weapons, pottery, clothing
- Civil War, World War I, World War II relics
- Pioneer Room
- Mineral and Fossil Room
- African Room
- Kansas History Room
- Log Cabin exhibit
- General Store exhibit
- One-room School exhibit
- Pre-historic animal remains
- Kansas animals and birds
- Shell collection
- North American animals and birds
- Covered wagon

Temporary exhibits are mounted on selected subjects within areas of specialization.

FIRST NATIONAL BLACK HISTORICAL SOCIETY OF KANSAS

601 NORTH WATER
P.O. BOX 2695
WICHITA, KANSAS 67201
(316) 262-7651

Location: Near Sedgwick County Courthouse on Water Street
Parking: Metered parking only
Hours: Monday, Wednesday & Friday 10:00am to 2:00pm
Sunday 2:00pm to 6:00pm
Admission: Free
Handicapped Access: To basement only
Lunch Facilities: Kitchen facilities and dining area; no food service
Gift Shop: None

Contact Person: Wendell S. Looney

Special Rules or Guidelines:
Students K-12. Individuals are welcome anytime, groups preferably by appointment. Call the Museum for information and scheduling of tours.

Program or Tour Offered:
GOALS AND OBJECTIVES:
The First National Black Historical Society of Kansas, Inc. recognizes the significant contributions of black people to the cultural, economic, scientific and political progress of the United States of America, the State of Kansas, and the City of Wichita, and this Society is committed to the recognition and enhancement of these contributions. Therefore, it is the policy of this Society throughout its operation, programs and activities to:

- ♦ Enhance the knowledge, recognition and acceptance of Black achievement by the public.
- ♦ Enhance the awareness and understanding among Black people of their cultural heritage.
- ♦ Catalog, conserve and display archival materials and artifacts that document Black achievement.
- ♦ Actively participate in public discussion and decision-making toward the preservation of buildings, land, and other properties of historical significance to the Black community.
- ♦ Foster and support the current work of Black scholars in the fields of fine arts, literature, history and the humanities when that work complies with current policies, goals and priorities of the Society.
- ♦ Solicit and establish cooperative agreements with other agencies, institutions and organizations that have similar and/or compatible purposes to those of the Society.

Continued on the next page . . .

First National Black Historical Society of Kansas
. . . continued

♦ Establish both short-term and long-term plans and priorities to implement the policy herein and authorize the staff of the Society to conduct necessary activities to implement our goals.

STANDARD PROGRAMS:

Guided Tours of building and exhibits
Special Programs by artists, musicians, authors and speakers
Curricular Assistance on requested topics of Black history
Traveling Exhibits
Host Site for educational workshops and in-service training

SEASONAL PROGRAMS:

Martin Luther King Birthday Celebration
Black Historical Chorale Concert
Juneteenth Celebration
Easter Ecumenical Service (Citywide)
Black Arts Festival
Black Santa Claus, Christmas Caroling and picture taking

Awards Dinner in recognition of a senior young man and a senior young woman for their scholastic achievement and community service.

GREAT PLAINS TRANSPORTATION MUSEUM, INC

700 EAST DOUGLAS
P.O. BOX 2017-C
WICHITA, KANSAS 67201
(316) 263-0944

Location: Across from old Union Station; pedestrian entrance off Douglas, beneath overpass
Parking: Ascend ramp behind Multi-media Cablevision to upper level parking and museum entrance
Hours: Saturday 9:00am to 3:00pm
Other times by appointment only
Admission: Regular admission: Adults $1.50, Children 5-16 & Senior Citizens $1.00
Group admission (10 or more): Adults $1.00, Children 5-16 $.75
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: Yes

Contact Person: John Deck

Special Rules or Guidelines:
Students K-12. Reservations are needed for groups. The maximum recommended group size if twenty-five to thirty individuals. Chaperons should be in the ratio of one adult to six students, especially for the younger groups. Average tour length is one to one and one-half hours. Classroom presentations can be arranged as scheduling permits.

Program or Tour Offered:
GOALS AND OBJECTIVES:
A field trip to the Great Plains Transportation Museum should:

1. make the student aware of grade crossing and railroad safety
2. make the student aware that railroad property is private and trespassing is illegal.
3. familiarize the student with the role that railroads played in the development of the Great Plains.
4. acquaint the student with transportation history and operations.

STANDARD PROGRAMS:
None established, but tours can be designed according to teachers' needs.

HISTORICAL MUSEUM OF ANTHONY, INC.

P.O. BOX 185
ANTHONY, KANSAS 67003
(316) 842-3852

Location: 502 W. Main, Anthony, Kansas
Parking: Yes
Hours: Thursday - Saturday: 9:00am-12:00pm, 1:00pm-5:00pm
Admission: Free Admission with Donations appreciated.
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: A few items are for sale in the museum.

Contact Person: Connie Robinson, during Museum hours

Program or Tour Offered:
The museum is located in the old Santa Fe Railroad Depot built in 1928. Its eight rooms depict life in Anthony and surrounding area in the late 1800s and early 1900s through permanent and rotating displays.
Permanent Displays include a bedroom and other memorabilia of four generations of the Small family, a parlor, a music room, clothing room, kitchen & laundry room, hospital room, nursery, and a large assortment of farm implements and machinery.
Rotating Exhibits are collections of civic and service organizations' histories, transportation & communication, and school displays.
In development is an ever-expanding **Collection of Railroad Memorabilia.**

INDIAN CENTER MUSEUM
MID-AMERICA ALL-INDIAN CENTER

650 NORTH SENECA
WICHITA, KANSAS 67203
(316) 262-5221

Location: Confluence of the Big and Little Arkansas Rivers
Parking: Automobiles park in lot adjacent to the Museum: School buses park across the street
Hours: Monday-Saturday 10:00am to 5:00pm
Sunday 1:00pm to 5:00pm
Closed Mondays -- October through March
Admission: Adults $1.75, Senior Citizens $1.00, Age 13-18 $1.25, Age 6-12 $.75, Under 6 free
Group discount (15 or more): $.25 off per person. State Tax will be added.
Handicapped Access: Yes
Lunch Facilities: Taco Tuesdays 11:00am to 4:00pm. Sack lunches permitted by prearrangement.
Gift Shop: Yes, Native American art, jewelry, beadwork, pottery, books, souvenirs, and toys

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Contact Person: Richard Mitchell

Special Rules or Guidelines:
Students K-12. Group tours are available between 10:00am and 4:00pm on weekdays. Reservations are required. The busiest months are November and May. Touring groups are limited to twenty-five in the Gallery and twenty-five in the Center. Adults are requested to accompany groups of children age six to twelve in the ratio of one adult to each ten children. Tours last forty-five minutes. If the group wants to eat lunch, please let the Museum know at the time the tour is reserved.

Program or Tour Offered:
GOALS AND OBJECTIVES:
The purpose of the Indian Center Museum is to collect, preserve, exhibit, research and interpret Native American arts and crafts in order to illustrate the heritage, philosophies, and cultural achievements of Native Americans.
STANDARD PROGRAMS:
Tours for school children provide an interpretation of the differences in Native American lifestyles as shown in the exhibitions of art and artifacts. Plains, Woodland, and Southwest cultural areas are usually featured with special attention to the Wichita tribe and other Plains and Woodland tribes of Kansas.

Continued on the next page . . .

Indian Center Museum
. . . continued

Reference Library of Native American culture and history is available for teacher research and curriculum development.
Loan Objects on specific topics available for classroom use.
Changing Exhibits on a variety of themes enhance curriculum-oriented school tours.

KANSAS AVIATION MUSEUM

3350 GEORGE WASHINGTON BLVD.
WICHITA, KANSAS 67210-2100
(316) 683-9242

Location: Intersection of 31st St. South and George Washington Blvd.
Parking: Large parking lot with close up handicapped parking
Hours: Tuesday - Friday: 9:00am-4:00pm
Saturday - Sunday: 1:00pm-5:00pm
Admission: Group of 20-50: 13 and older—$1.00, 6-12 years—$1.00
Group of 1-19: 13 and older—$2.00, 6-12 years—$1.00
0-6 years—free
Handicapped Access: To ground floor and restrooms only
Lunch Facilities: Picnic tables outside
Gift Shop: Yes, prices from 5 cents and up. Children and Adult items.

Contact Person: Lavon Carter, Monday - Friday: 9:00am-4:00pm

Special Rules or Guidelines:
All children up to and including 12 years old must be accompanied by an adult. To receive the group rate there is a minimum of 20 and a maximum of 50 persons. Tours are available on Wednesday, Friday, and Saturday and need to be scheduled at least two weeks in advance.

Program or Tour Offered:
You will tour the building and receive information on the history of the building and items on display which includes hands-on-simulators. Tours of planes outside are also available by request. Kansas Aviation Hall of Fame has biographical information on Kansas Aviators and a Beech Bonanza cut-a-way shows how planes are made and work.

MUSEUM OF ANTHROPOLOGY
THE WICHITA STATE UNIVERSITY
McKINLEY HALL
P.O. BOX 52
WICHITA, KANSAS 67208
(316) 689-3195

Location: 118 McKinley Hall, The Wichita State University campus
Parking: Visitor's parking areas, contact Museum for parking information
Hours: Monday-Friday 12:00 to 5:00pm
Admission: Free
Handicapped Access: Yes
Lunch Facilities: Yes, at the Campus Activities Center nearby
Gift Shop: None

Contact Person: Dr. Arthur Rohn or Jerry Martin

Special Rules or Guidelines:
Grades K-12. Reservations are required for organized tour groups. An average tour lasts thirty to forty-five minutes. Recommended maximum group size is thirty individuals. The Museum is ideally suited for self-guided tours. Formal tours for upper grades 4-12 can be arranged by appointment for both the exhibit galleries and the working labs. Lower grade levels should prepare a thematic approach through prior consultation with Anthropology students or staff.

Program or Tour Offered:

GOAL:

Our goal is public education through cultural exhibits.

STANDARD PROGRAMS:

Cultural, archaeological and social displays dealing with Non-Western people (China, Africa, American Indians, etc.) past and present from around the world. Curriculum emphasis varies depending upon changing exhibits and instructional needs.

EXTENSION PROGRAMS:

An extension loan box on West Africa is available for classroom use by contacting Museum Programs, Wichita Public Schools, 833-2304.

MUSEUM PROGRAMS
CURRICULUM SERVICES DIVISION
WICHITA PUBLIC SCHOOLS
1847 NORTH CHAUTAUQUA
WICHITA, KANSAS 67214
(316) 833-2304

Location: Northeast Magnet High School near WSU; call for Mobile Museum locations
Parking: School parking lots
Hours: Monday-Friday 7:45am to 4:45pm (office only)
Admission: None
Handicapped Access: To office only
Lunch Facilities: None
Gift Shop: None

Contact Person: Paul Oberg, Supervisor

Special Rules or Guidelines:
Grades K-12. Educational programs offered for organized school groups only. Loan materials available for instructional use. Call our office for specific information.

Program or Tour Offered:
OBJECTIVES:
The objectives of the Wichita Public Schools' Museum Programs are to:

1. bring museum experiences to students at their schools.
2. provide curriculum enhancement services to classroom teachers.
3. work with area museums to provide quality educational programs at their museums.

STANDARD PROGRAMS:

Two mobile museum trailers, located at different schools throughout the year help insure that museum experiences become a part of each child's education before leaving elementary school. The Multi-Cultural Craft Museum and Trading Post trailers provide interactive exhibit and demonstration programs for 20,000 students annually. At McCormick Elementary School, an 1890s classroom experience is re-created by a volunteer schoolmarm that gives students a chance to participate in a "living history" experience.

RESOURCES:

Curriculum development is an important function of our department. Resource documents and curriculum guides are available on a variety of subjects. The Traveling Exhibit Program provides two-dimensional exhibits for school library media centers. Kit boxes provide teachers with museum objects for classroom use. Topics relate to fine

Continued on the next page . . .

arts, social studies, and natural science areas. The Wichita Public School Archives contain original papers and photos documenting the history of many Wichita public schools. Wichita Museum News (available upon request), is a quarterly publication distributed to teachers which keeps them informed of local educational resources.

OLD COWTOWN MUSEUM

1871 SIM PARK DRIVE
WICHITA, KANSAS 67203
(316) 264-0241 OR (316) 264-0671

Location: Five minutes from downtown Wichita and easily reached from I-135, I-35, and I-235. Take U.S. Highway 54 (Kellogg) to Seneca Street, just west of the Arkansas River. Go north, crossing the bridge over the Big Arkansas. Get into the left lane as you pass the Indian Center, then turn left at the stop light, and left again onto Sim Park Drive. Go west 1/4 mile to the Museum parking lot.

Parking: Ample parking in lot

Hours: Daily 10:00am to 5:00pm; Summer Weekends 10:00am to 6:00pm

Admission: No charge for Sedgwick County school groups
Regular admission: Adults $3.00, Children 6-12 $2.00,
Children under 6 are free
Group rates (15 or more): $.50 off per person

Handicapped Access: Restrooms near schoolhouse & most boardwalks ramped; not all exhibits accessible

Lunch Facilities: The Popcorn Shop and the Empire House Restaurant would be happy to provide you with snacks or lunch. Call 269-0900 to arrange food service. There are picnic tables in the shops area adjacent to the Museum which are available on a first-come, first-served basis. If you bring your own food, please leave it in your car or bus until lunch time.

Gift Shop: Several souvenir shops available

Contact Person: Linda Harvey, Educational Assistant or LaWanda DeShazer, Visitor Services

Special Rules or Guidelines:
Grades K-12. Reservations are required and it is best to make them 5-6 weeks in advance of your visit. The average visit lasts one and one-half to two hours. Chaperons are required with the preferred ratio of one adult to every ten students.

Program or Tour Offered:
GOALS:
The mission of Old Cowtown Museum is to re-create the atmosphere of Wichita, Kansas and Sedgwick County, 1865-1880; and to help visitors learn about the early history of our city and county.

STANDARD PROGRAMS:

Teach In a One Room School (K-12)

You and your class are invited to spend a half day in the One-Room School at Old

Continued on the next page . . .

Old Cowtown Museum
. . . continued

Cowtown Museum to experience a school day in the 1870s. Morning sessions are 10:00am to noon, and afternoon sessions are 1:00pm to 3:00pm. A curriculum packet will be sent to you prior to your visit so you can plan to teach a session using McGuffey's Reader, slates and chalk, and lesson plans appropriate to late nineteenth-century one-room school.

OBJECTIVE: To learn about and compare school of the 1870s to the present by re-creating a nineteenth century Wichita school day.

Children's Tour (K-3)

When you arrive, a costumed volunteer will meet with your class in Turnverein Hall with such hands-on objects as a coffee grinder, slate, a McGuffey's Reader, and 1870s toys. Then tour the Museum on your own. Prior to your visit, you will receive a Children's Tour outline to follow.

OBJECTIVE: Tour Old Cowtown Museum to learn more about children's lives in Wichita in the 1870s.

A Visit With The Blacksmith (K-12)

Begin your tour with a visit to the Blacksmith Shop where the Blacksmith will give you an introduction to the Museum and demonstrate traditional blacksmithing techniques. Then, tour on your own.

OBJECTIVE: Tour Old Cowtown Museum to learn more about Wichita's early history and technology.

Trading and Hunting 1865-1880 (5-6)

When you arrive, a trained volunteer will meet with your class in Turnverein Hall with such hands-on materials as beaver and coyote pelts, a buffalo skull, trade goods and hunting supplies. Afterwards, you'll tour on your own using special activity worksheets designed to help direct your tour. Prior to your visit, you will receive a packet of information.

OBJECTIVE: Learn more about Wichita's early history and the influences of trading and hunting.

Energy Tour (K-12)

Prior to your visit, you will receive a map, general information, and Energy Tour outline to follow when you visit Old Cowtown Museum.

OBJECTIVE: To learn about energy usage in early Wichita.

General Tour (K-12)

Tour the Museum at your leisure. A map and written information about each exhibit building will be provided.

Continued on the next page . . .

OBJECTIVE: To learn about Wichita and Sedgwick County, 1865-1880.

The Restoration of the Murdock House - Slide Program and Tour (6-12)

What kind of detective work was needed to determine appropriate colors, wallpaper, and architectural details to restore the home to its original appearance? After seeing this program and touring the house, you'll know.

OBJECTIVE: Learn about the process of properly restoring a nineteenth-century house.

Kansas Cattletowns (4-6)

Check out the Kansas History Resource Packet, "Settlement," produced by the Kansas State Historical Society, and incorporate a visit to Old Cowtown Museum in your study. The Packet includes maps, journal entries, photographs, census records and land promotional materials. Available from Museum Programs, USD 259 (833-2304).

OBJECTIVE: Study the settlement patterns of Kansas and visit Old Cowtown Museum to learn more about early settlement in Wichita.

SEASONAL PROGRAMS:

DECEMBER

A Christmas Treasure Hunt

When you arrive, you will go to the festively decorated Turnverein Hall where you will learn about the celebration of Christmas in Wichita in the 1870s. Afterwards, you'll be given clues so you can go on a Christmas treasure hunt on your own. You will end up at the Blacksmith shop where the Blacksmith will make something for you to take back to school.

OBJECTIVE: Learn about Christmas customs in the 1870s.

JANUARY

Kansas Day Activities (2-6)

WHAT: Celebrate Kansas statehood with special visit to Old Cowtown Museum.
TIMES: 10:00am, 1:00pm, and 2:00pm, last two weeks in January
LOCATION: Turnverein Hall
ACTIVITIES: Costumed volunteers will present a one-half hour hands-on program - "A Child's Day in the 1870s" to 2nd, 3rd, and 4th graders, of "Trading and Hunting" to 5th and 6th graders. Afterwards, you'll tour on your own using a special self-guided tour booklet which we'll provide.
OBJECTIVE: Learn about Kansas statehood and life in early Wichita.

OXFORD'S OLD MILL RESTAURANT

P.O. BOX 909
OXFORD, KANSAS 67119
(316) 455-3456

Location: RR #1, 1 mile North, 1/2 mile East of Downtown Oxford
Parking: Yes
Hours: Monday - Saturday: 10:00am-5:00pm
Sunday: 11:00am-3:00pm
Admission: Donations only accepted
Handicapped Access: Partial access, but can drive down
Lunch Facilities: Groups of 20 or more by reservation
Gift Shop: Open everyday 10:00am

Contact Person: Ken Sawyer, Manager

Special Rules or Guidelines:
Groups should be limited to 55. However groups larger than 35 will be divided with alternating tours of the Old Mill Gift Shop and the Oxford Flour Mill. Reservations should be made well in advance.

Program or Tour Offered:
The Oxford Flour Mill is a reconstructed mill. The students will be taken to viewing areas on the 2nd and 3rd floors of the mill, and see the generator. There is also a Nature Trail east of the Old Mill, but no fishing is allowed in the Mill Race. The program contains historical and informative facts about the milling process.

SOUTHWESTERN COLLEGE LIBRARY

100 COLLEGE
WINFIELD, KANSAS 67156
(316) 221-8310 OR (316) 221-8288

Location: Southwestern College Campus, on College Street north of Ninth Street
Parking: Parking lot in back of Library
Hours: Monday - Thursday: 8:00am-10:00pm
Friday: 8:00am- 4:00pm
Saturday: 12:00pm- 4:00pm
Sunday: 3:00pm-10:00pm
Admission: Free
Handicapped Access: Backdoor gives access to main level.
Lunch Facilities: Cafeteria
Gift Shop: Southwestern College Bookcave

Contact Person: Greg Zuck or Teresa Day Monday - Friday: 8:00am-5:00pm

Special Rules or Guidelines:
Groups are limited to 40 persons with 1 adult per 20 students.

Program or Tour Offered:
Students will receive a complete tour of the Library with explanations on its operations. A group may visit for an hour or two, or one student who is interested in library science may want to spend the day.

EDWIN A. ULRICH MUSEUM OF ART
THE WICHITA STATE UNIVERSITY

1845 FAIRMOUNT
WICHITA, KANSAS 67208
(316) 689-3664

Location: The Wichita State University Campus, off 17th and Hillside
Parking: Visitor's parking areas, contact Museum for parking information
Hours: Wednesday 9:30am to 8:00pm
Thursday & Friday 9:30am to 5:00pm
Saturday & Sunday 1:00pm to 5:00pm
Closed to tours Mid-June through August
Admission: Free
Handicapped Access: Yes, ramp west of main entrance
Lunch Facilities: Yes, at the Campus Activities Center nearby
Gift Shop: Yes, in museum at front desk—books and posters available

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Contact Person: Amy L. Young, Assistant Curator

Special Rules or Guidelines:
Tours are available to K-12, and College students. Contact the museum any time during the year to make reservations. The average tour lasts one to one and one-half hours. Minimum group size is ten individuals and the maximum is forty. All age groups are encouraged to attend.

Program or Tour Offered:

GOALS:
"The University has gone beyond the museum walls in seeking to expose students to the knowledge and insight of art needed to live a full life in contemporary society. It has placed outstanding outdoor sculptures around the campus to provide students the joy of learning about art without a museum setting or restrictive framework of the classroom."

STANDARD PROGRAMS:
Museum Exhibitions:

The museum has one of the most active exhibition schedules in the United States with exhibits changing every 6 to 8 weeks. There are always 3-4 different exhibitions in the galleries at a time.

Walking Tour:

A one to one-half hour walking tour of the outdoor sculpture collection will introduce students to many of the 53 sculptures on campus.

WHITTIER FINE ARTS GALLERY
FRIENDS UNIVERSITY

2100 UNIVERSITY
WICHITA, KANSAS 67213
(316) 261-5877

Location: The Friends University campus, off Haram Street
Parking: Parking lots to the north of the Whittier Fine Arts Center
Hours: Monday - Friday 8:00am to 5:00pm
Closed mid-May thru August & school holidays
Admission: Free
Handicapped Access: Yes, ramps on the north side of building
Lunch Facilities: Yes, at the Casado Center. Groups should call (316) 261-5801 for arrangements
Gift Shop: None

Contact Person: Dee M. Connett, Professor of Art

Special Rules or Guidelines:
Grades K-12. Contact the Art Department (316) 264-0661 for information on exhibits. Guided tours are not available. If scheduling allows, art faculty can be of assistance in discussing the current exhibits. Exhibits are suitable for all age levels.

STANDARD PROGRAMS:

Exhibits feature Kansas artists working in a variety of materials and art forms. New exhibits begin during the first week of each month, September through May.

THE WICHITA ART ASSOCIATION
CENTER FOR THE ARTS
9112 EAST CENTRAL
WICHITA, KANSAS 67206
(316) 634-2787

Location: Just west of the intersection of Central and Webb Road
Parking: Several large parking lots in front of the building
Hours: Office: Monday - Friday 8:30am to 5:00pm
Gallery: Monday - Friday 10:00am to 5:00pm
Saturday & Sunday 10:00am to 5:00pm
Admission: Free
Handicapped Access: Yes, the galleries, theater and school are all wheelchair accessible
Lunch Facilities: None
Gift Shop: Yes, The Red Bridge gift shop is open during the winter
HOURS: Tuesday - Friday 10:00am to 5:00pm; Saturday 1:00 to 5:00pm

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Contact Person: Jane Eby, Gallery Director

Special Rules or Guidelines:
Grades K-12. Reservations are recommended and should be made at least a week in advance. Requests should include information about the age of students and size of the group. The average gallery tour lasts twenty to thirty minutes.

Program or Tour Offered:

STANDARD PROGRAMS:
The Wichita Art Association is a multi-disciplinary arts center:

The Schools of Visual Arts and Theater Arts provide education for the youth and adults of the community. Catalogs available upon request.

The Galleries offer an active exhibition schedule which includes national competitions, examples from the permanent collection, and a wide range of educational exhibitions.

The Theater offers regular productions through Actor's Playhouse and Children's Theater.

The Film Series offers a variety of foreign and domestic films which are never likely to play in the commercial theaters of Wichita. Scheduled annually.

WICHITA ART MUSEUM
619 STACKMAN DRIVE
WICHITA, KANSAS 67203
(316) 268-4921

Location: One of the "Museums on the River" (see Cowtown for directions)
Parking: West of building, and in Water Department parking lot to the south
Hours: Tuesday - Saturday 10:00am to 5:00pm
Sunday 12:00pm to 5:00pm
Closed Monday and all national holidays
Admission: No admission fees to the museum, occasional special exhibit admission fees
Handicapped Access: Yes, west side entrance on ground level
Lunch Facilities: Yes, Restaurant facilities—No sack lunch facilities
Tuesday-Friday: Lunch 11:30am to 1:30pm, Desserts 1:30 to 3:00pm
Sunday: Brunch 12:00pm to 3:00pm
Gift Shop: Yes, open same hours as listed above for Museum

Contact Person: Call the Education Office

Special Rules or Guidelines:
Grades K-12. To schedule a guided tour, please call at least two weeks in advance. Tours last 45 minutes and are scheduled for one class at a time (10 to 30 students) with one adult supervisor for every ten students.

Program or Tour Offered:
STANDARD PROGRAMS:

Storytelling Tour (2)
Tour is accompanied by pre-visit classroom presentation, vocabulary list, posters, and evaluation form.
OBJECTIVE: Stimulate imagination and engage looking.

Mysterious Masterpieces (4, 5)
This tour involves the use of game techniques, classroom presentation, and a teacher packet with a vocabulary list, reading list, game sheets, and an evaluation form.
OBJECTIVE: Teach art vocabulary, art concepts, and introduce major themes and names in American art.

Discover America (6-12)
Emphasis is upon American history and culture. This tour is accompanied by a teacher packet with a vocabulary list, artist list, subject and theme guide, reading list, and an evaluation form.
OBJECTIVE: Examine ideas and events of American history as revealed in art.

Continued on the next page . . .

Wichita Art Museum
. . . continued

Major Exhibition/Tour Programs

Teacher packets are prepared for each program offered during the year. Typical subjects are:

Pre-Columbian Art	Native American and Western Art
Kansas Artists	African Art

SEASONAL PROGRAMS:

Holidays at the Wichita Art Museum—First week in December

Display of decorated trees, handmade toys and special seasonal exhibits.

Annual Scholastic Art Awards Exhibition—First and second week of February

Display of secondary student art from around Kansas. Pupil worksheet available.

WICHITA PUBLIC LIBRARY

223 SOUTH MAIN
WICHITA, KANSAS 67202
(316) 262-0611

Location: One block south of Douglas across from the Historical Museum: east of Century II
Parking: Metered lot south of the building
Hours: Monday - Thursday 8:30am to 9:00pm
Friday - Saturday 8:30am to 5:30pm
Sunday 1:00pm to 5:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: Yes (Discover Shop), Wednesdays, 11:30am to 4:30pm, Saturdays, 1:00pm to 4:00pm

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Contact Person: Jenny Gholson

Special Rules or Guidelines:
Grades K-12. Group reservations must be requested and are scheduled by individual library divisions. Tours last 30-90 minutes (K-3 tour includes a program). Minimum group size is ten, and maximum group size is forty. Groups larger than forty members will be scheduled for a program only, no tour, upon availability of the Library Auditorium. Chaperons are required with a preferred ratio of one adult to every ten students. Students are requested to wear nametags.

Program or Tour Offered:
STANDARD PROGRAMS:

Grade Level	
K	Tour of the Children's Department and program. Library card introduction.
1-2	Tour of Children's Department and appropriate program, which may include short book talks.
3	Tour of Children's Department. Includes a book talk (William Allen White award books, "Chapter" Books, individual author's works, etc.) and card catalog introduction.
4-12	Tour of entire library. Introduction to reference sources and research techniques.

Continued on the next page . . .

Wichita Public Library
. . . continued

SEASONAL PROGRAMS:

Christmas holidays:	Film programs for children (age 3-12)
April and May:	Promotion of Summer Reading Club activities and prizes.
June - August:	Summer Reading Club reading incentive program at all Library locations.
June - August:	Foster Grandparent Summer Tutors for students needing help with reading skills (1-6).

FOR MORE INFORMATION ON SEASONAL PROGRAMS, CALL THE LIBRARY

WICHITA-SEDGWICK COUNTY HISTORICAL MUSEUM

204 SOUTH MAIN
WICHITA, KANSAS 67202
(316) 265-9314

Location: Downtown, across from the Wichita Public Library
Parking: Meters available on street, municipal parking lot in the 3rd block of South Main or in Dillard's Parking Garage in the 2nd block of South Market
Hours: Office: Monday - Friday 9:30am-3:00pm
Tours: Tuesday - Friday during the afternoons at either 1:15 or 1:30
Admission: Scheduled school tours: Free
Regular admission: Adults $2.00, Children 6-16 $.50, Under 6 Free
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: Yes, not suitable for tours, but contains excellent resource materials

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Contact Person: Susan Miner, Education Director

Special Rules or Guidelines:
Reservations are required at least three weeks in advance and are recommended as far in advance as possible for the busy spring months. Maximum group size is thirty, including at least two adults.

Program or Tour Offered:
STANDARD PROGRAMS:
One-hour guided tours, requiring classroom preparation with the provided resource packet, are given in the following exhibits for specified grades:

Child's World: (1-2)

Half of the class tours the Child's World exhibit of toys, clothing, and children's activities from early Wichita while the other half learns to spin tops, play marbles, try out a slate, use a button hook, and have a tea party with antique dolls. The groups then exchange places so that all students have both a gallery tour and hands-on playtime with touchable artifacts related to those in the exhibit.

OBJECTIVE: To experience the everyday objects and activities that filled a Wichita child's world 50 to 100 years ago in order to compare them to those of today.

Magic City: (3)

Designed for 3rd grade public school curriculum. Suitable for older students studying Wichita history as well. Having studied The Story of Wichita and the Museum-provided resource packet in the classroom, the class spends one half of its tour viewing the 1865 - 1874 portion of the Magic City exhibit on early Wichita history and other half participat-

Continued on the next page . . .

ing in hands-on activities relating to the Wichita Indian culture. Handling buffalo products like those made by the Wichita Indians, playing one of their guessing games, sampling buffalo jerky, and singing a song about the 1874 grasshopper invasion involves students in discussing the people and events of early Wichita.

OBJECTIVE: To experience the Wichita Indian culture in order to relate it to the environment, people, and events that influenced the founding of the city.

Wichita Cottage - Victorian Etiquette: (4-6)

The tour begins with a 5-minute slide show introducing the Victorian era and its rules of etiquette. In the Wichita Cottage exhibit the class takes turns visiting the rooms of a typical Wichita home of 1890, discussing the use of calling cards, proper manners in the parlor, and how to set the tableware for a family dinner. Authentic kitchen utensils provide an opportunity to grind coffee and peel apples as if in preparation for guests, and a parlor game demonstrates a form of Victorian entertainment.

OBJECTIVE: To experience an 1890s home setting in order to compare the accepted manners of that time to those of today.

Wichita Cottage - Decorative Arts: (4-6)

After an 8-minute slide introduction, each half of the class spends about 20 minutes touring the inside of the Wichita Cottage (reception hall, parlor, dining room, and bedroom) and 20 minutes viewing the back porch, kitchen, and bathroom. The design and decoration of each room illustrate the values and styles of a typical Wichita home of 1890. Kitchen activities offer a chance to use an apple peeler, coffee grinder, and crimping iron.

OBJECTIVE: To experience an authentic reproduction of an 1890s Wichita home in order to contrast its styles with those of today.

Wichita Cottage - Energy: (4-6)

Following an 8-minute slide presentation, the class separates into two groups to take turns touring the seven rooms of the Wichita Cottage, emphasizing the fuels used, the forms of energy utilized, and how these influenced the design and function of the average 1890s home in Wichita. Children's chores and pre-electronic entertainment are illustrated, and students demonstrate and apple peeler, coffee grinder, crimping iron and hand-pumped vacuum cleaner.

OBJECTIVE: To experience a re-created Victorian home in order to compare its energy systems with those of today.

SCIENCE

AND

NATURE

THE BARTLETT ARBORETUM

P.O. BOX 38
BELLE PLAINE, KANSAS 67013
(316) 488-3451

Location: K-55 Highway and Line Street, Belle Plaine, Kansas
Parking: Yes
Hours: April 1st thru November 15th
Monday - Saturday: 9:00am-6:00pm
Sunday: 10:00am-6:00pm

Flowering Calendar

April - May:	Tulips, Daffodils, Hyacinths, Pansies, Iris, Flowering Trees and Shrubs
June - September:	Summer Annuals and Perennials, Hundreds of different Trees and Shrubs
October - November:	Chrysanthemums and Beautiful Fall Colors in Trees and Shrubs

Admission:

April to Mid-May		**Mid-May to November 15th**	
Adults	$4.00	Adults	$3.00
Sr. Citizens (65+)	3.50	Sr. Citizens (65+)	2.50
High School Students	2.00	High School Students	1.50
Elem. & Jr. High	1.00	Elem & Jr. High	1.00

Groups of College Students admission prices: $2.00 each

Handicapped Access: To some areas (1/2 Price)
Lunch Facilities: Park nearby
Gift Shop: Bedding plants, trees, shrubs, and bulbs

Special Rules or Guidelines:
The Arboretum is open to all age groups. Picnics, pets, or picking flowers are not allowed. Plus running or unruly behavior is discouraged. Tours are self-guided.

Program or Tour Offered:
In the spring, the tulips bloom in a landscape setting, bordered by 5,000 pansies. The beauty is enhanced by many flowering crabapples, redbuds, white redbuds, ornamental pears and plums, flowering quinces, Chinese magnolias, spireas, red Japanese maples, dogwoods, azaleas, mahonias, wisterias, pearlbushes, and lilacs.
A summer visitor finds a much cooler environment, a relief from the heat of a hot Kansas day. Due to the many large trees that shade the pathways, the Arboretum is a veritable oasis.
In fall, the Arboretum is a brilliant panorama of hundreds of chrysanthemums set amongst the richly-hued foliage of a myriad of trees and shrubs. Some of the more dependable woody plants that provide good fall color are Japanese maple, sugar maple, hedge maple, red oak, and Chinese pistachio.

BOTANICA, THE WICHITA GARDENS

701 AMIDON
WICHITA, KANSAS 67203
(316) 264-0448

Location: Off Stackman Drive, east edge of Sim Park

Hours: Flowering Season (April 1st until first hard freeze in the fall)
Monday-Saturday 10:00am to 5:00pm
Wednesday evenings until 8:00pm
Sunday 1:00pm to 5:00pm
Off-Season (1st hard freeze thru March)
Monday-Friday 10:00am to 5:00pm

Admission: Regular Garden admission: Adults $2.00, Students $1.00, Under 6 free
Guided tour groups (12 or more): Adults $1.50, students $1.00
NO ADMISSION CHARGED DURING OFF-SEASON (first freeze thru March)

Handicapped Access: Yes, all interior facilities and most parts of the Garden; 2 wheelchairs available

Lunch Facilities: The patio area is available for lunches, contact Botanica for arrangements

Gift Shop: Yes, various items for adults & children—books, games, puzzles, T-shirt, calendars, more

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Contact Person: The Education Coordinator

Special Rules or Guidelines:
Guided tours are offered for kindergarten through grade 12 to groups large and small, by appointment only, and only when guides are available. Call to schedule a date and time.

Program or Tour Offered:

Plant a Seed (3rd)

This collaborative program of USD 259 and Botanica provides 3rd grade classes with preparational and post-visit classroom activities for a field trip to Botanica, The Wichita Gardens. This program is available Tuesday, Wednesday, and Thursday, mid-September through October and mid-april through May. Tours last one and one-half hours. Information packets are sent to teachers who have scheduled a tour. Packets include pre-and post-trip activities for the classroom, lesson plans and evaluations for the teacher. No fees charged if part of USD 259. Wichita Public School teachers can make reservations through the Elementary Science Education Office, 833-4404, which also provides bus transportation free of charge.

Guided Tours

Available, see Guidelines above.

BUTLER STATE FISHING LAKE

KANSAS DEPARTMENT OF WILDLIFE AND PARKS
EL DORADO UNIT
ROUTE 3, BOX 29A
EL DORADO, KANSAS 67042
(316) 321-7180

Location: Three miles Northwest of Latham
Parking: Yes
Hours:
Admission: None
Handicapped Access: Yes
Lunch Facilities: Picnic facilities
Gift Shop: None

Special Rules or Guidelines:
Vehicles must stay on maintained roads. NO TRASH POLICY. Please take your trash with you. **NO FIREWORKS.**

Program or Tour Offered:
The lake is 124 acres surrounded by 196 acres of Flint Hills prairie. This area is unusually scenic when numerous species of wildflowers are in bloom. Wildlife includes: fish, quail, prairie chickens, deer, turkey, squirrel, and waterfowl.
Facilities include picnic tables, picnic shades, grills, pit toilets, and water.

CHAPLIN NATURE CENTER

ROUTE 1, BOX 216
ARKANSAS CITY, KANSAS 67005
(316)442-4133

Location: 3 miles West of Arkansas City on Highway 166, 2 miles North, 1/4 mile West
Parking: Yes
Hours: Nature Trails: Open daily Sunrise to Sunset
Visitors' Center: 9:00am-5:00pm Tuesday - Saturday
1:00pm-5:00pm Sunday
Admission: None
Handicapped Access: Visitors' Center only; not on trails
Lunch Facilities: Picnic tables available
Gift Shop: Yes

Contact Person: Gerald Wiens; Office Hours: Tuesday - Saturday 9:00am-5:00pm
Sunday 1:00pm-5:00pm

Special Rules or Guidelines:

Preferably groups are limited to less than 25 with a student/chaperon ratio of 10 to 1. Any group can come and go on their own or if they prefer a guided tour, they must make a reservation.

Program or Tour Offered:
Nature Walks usually take one to one and one-half hours, but length can vary according to the time available. Students will explore the variety of natural habitats and discover the relationships between the flora and the fauna found at the Nature Center.
Indoor **Slide Programs** are also available.

COWLEY STATE FISHING LAKE

KANSAS DEPARTMENT OF WILDLIFE AND PARKS
ROUTE 3, BOX 29A
EL DORADO, KANSAS 67042
(316) 321-7180

Location: 16 miles east of Arkansas City, immediately adjacent to Highway 166.
Parking: Yes
Hours:
Admission: None
Handicapped Access: Yes
Lunch Facilities: Picnic facilities
Gift Shop: None

Special Rules or Guidelines:
Vehicle access is limited to the north side of the lake. NO TRASH POLICY, please take your trash with you. Do not park in front of boat ramps. Vehicles must stay on maintained roads. Watch posted speed limits. **NO FIREWORKS ALLOWED.**

Program or Tour Offered:
The lake covers 84 acres with 113 acres for exploring surrounding it. Many nongame species are present on the area for bird watching and photography.
Facilities include pit toilets, picnic tables and grills, and drinkable water. Some waterfront lights are available on the area.

KINGMAN STATE LAKE & WILDLIFE AREA

ROUTE 1, BOX 97
PENALOSA, KANSAS 67121
(316) 532-3242

Location: US Highway 54, seven miles West of Kingman, in the valley of the South Fork of the Ninnescah River
Parking: Yes
Hours:
Admission:
Handicapped Access: Yes
Lunch Facilities: Picnic facilities
Gift Shop: None

Special Rules or Guidelines:
Vehicles are restricted to maintained roads and are not allowed inside fences. Walk-in gates are located conveniently around all boundary fences. No trash barrels are available at the Kingman area, so individuals using the facility must take their own trash out. Consult information signs on the area for more complete rules and regulations that apply to the Kingman Wildlife Area. All Kansas wildlife laws apply.

Program or Tour Offered:
Campers, hikers, and bird watchers will also find the Kingman area hospitable. You will find plenty to do on the Kingman Wildlife Area. The habitats there are diversified, including streamside woodlands, shrub plots, native prairie, and food plots. Much of the grassland has been enhanced with tree and shrub cover strips adjacent to food plots. This intermixing of vegetation creates the "edge" area so important to wildlife.
Bird watchers, photographers, and other wildlife enthusiasts will also find abundant opportunities to study and observe a variety of animals, especially in the spring and fall. Because of the diversity of habitat types on the area, many different kinds of nongame birds are present. Amphibians and reptiles are also abundant at the Area. A small herd of buffalo may be seen in the pasture located just east of the headquarters on the south side of the highway.

LAKE AFTON PUBLIC OBSERVATORY

1845 FAIRMOUNT
WICHITA, KANSAS 67208
OFFICE (316) 689-3191
OBSERVATORY (316) 794-7885

Location: Observatory: 20 Miles southwest of downtown Wichita on MacArthur Rd at 247th St. West
Office: The Wichita State University, Math-Physics Building, Room 119
Parking: Observatory parking lot
Hours: Office: Monday, Wednesday, and Friday 8:00 am-4:30pm
Observatory: Night viewing-Wednesday & Thursday evenings; program times change w/seasons
Solar viewing-Thursdays; 10:00am and 1:30pm
Admission: Sedgwick County Schools: Free admission
Non-Sedgwick County Schools: $1.00 per person (minimum, $25.00 per group)
Handicapped Access: Yes
Lunch Facilities: Picnicking areas in the park surrounding the Observatory
Gift Shop: None

Contact Person: Greg Novacek or Melanie Melton at (316) 689-3191

Special Rules or Guidelines:
Students K-12. Reservations are required and should be made at least two weeks in advance. The average program lasts one and one-half hours. Recommended maximum group size is fifty individuals, with chaperons in preferred ratio of one adult for every ten students.

Program or Tour Offered:
STANDARD PROGRAMS:
Our Sun — The Nearest Star (4-12)
Students will be able to:
1. describe the appearance of sunspots, solar prominences, and the bubbling nature of the sun's surface from having seen them first-hand.
2. discuss what causes each of the above mentioned features.
3. describe the precautions which must be taken to observe the sun safely.
4. discuss astronomical topics other than the sun from their exploration of the Observatory's collection of hands-on astronomical exhibits.

Gazing at the Moon and Planets (K-12)
Students will be able to:
1. describe the appearance of craters, maria, and other lunar features from having seen them first-hand.

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Lake Afton Public Observatory
. . . continued

2. describe at least one of the following planets: Saturn and its rings, Jupiter with its cloud features and four large moons, Mars with its polar ice caps, and Venus with its cloud covered surface.
3. compare the composition and features of the planet they observe to Earth and other planets.
4. discuss astronomical topics other than the moon and planets from their exploration of the Observatory's collection of hands-on astronomical exhibits.

Life Story of a Star (4-12)

Students will be able to:

1. describe the appearance of stars at different developmental stages from having seen them first-hand.
2. describe how stars are formed.
3. discuss the relationship between the colors and temperatures of stars.
4. discuss how stars die, becoming a white dwarf, neutron star, or black hole.
5. discuss astronomical topics other than stellar evolution from their exploration of the Observatory's collection of hands-on astronomical exhibits.

Exploring the Milky Way (4-12)

Students will be able to:

1. describe the different types of objects which make up our galaxy: planets, stars, star clusters and clouds of gas from having seen them first-hand.
2. discuss the relationship between the different types of objects in the galaxy.
3. describe the appearance of our Milky Way galaxy from the observation of a similar galaxy.
4. discuss astronomical topics other than our galaxy from their exploration of the Observatory's collection of hands-on astronomical exhibits.

EXTENSION PROGRAMS:

Learning Centers

Observatory Learning Centers are classroom versions of the Observatory exhibits. A staff member will introduce the center to your class and leave it for two weeks for students to explore further. Centers currently available include: **Make your Own Telescope** where students build a simple telescope from lenses and plastic pipe and explore its properties; **Solar System Treasure Hunt** which takes students on a trip through the solar system to discover particular features on various planets; and **Fun With Light** which gives students an opportunity to use lenses, mirrors, and colored filters to explore the fascinating properties of light.

Games

A Deck of Astronomical Cards (grades 1-4) with astronomical photographs, can be used to play a game similar to Old Maid or a memory game. In **Solar System Bingo** (grades 2-6), each student receives a card with four planets and four features that are found on each planet. Students then mark our "hot", "rings", "many moons", etc., until someone has "BINGO". **It's Just a Phase** (grades 3-6) board game, introduces students

Continued on the next page . . .

Lake Afton Public Observatory
. . . continued

to the idea that the moon changes its shape in the sky. As students travel around the board, they try to land on different phases of the moon. The first person to collect all eight phases wins.

Classroom/Observing Activities

A number of activities are available for classroom use to demonstrate various astronomical concepts. Other activities are designed to acquaint students with what is happening in the sky by inviting them to go out and look at it. Contact the Observatory office for a current list.

Video Tapes

Several 10-15 minute video tape programs with activity materials are available for teachers to use in the classroom. Contact the Observatory office for a current list.

SPECIAL PROGRAMS:

Special Programs are presented periodically as dictated by events in the sky.

SEDGWICK COUNTY ZOO & BOTANICAL GARDEN

5555 ZOO BOULEVARD
WICHITA, KANSAS 67212
(316) 942-3602

Location: Exit #10 from I-235, then west on Zoo Boulevard
Parking: Free and plentiful; loading zones in front of Entry and Education Building
Hours: Winter: 10:00am to 5:00pm
Daylight Saving Time: 10:00am to 6:00pm
Admission: School groups: $1.00 per person (students, teachers, and sponsors)
Handicapped Access: Yes, entire zoo is accessible
Lunch Facilities: Zoo Restaurant provides a menu of burgers, hot dogs, french fries, soft drinks and popcorn; picnic tables available on a first-come, first-served basis for sack lunches
Gift Shop: Yes, open all year round

Contact Person: Barbara Burgan, Curator of Education

Special Rules or Guidelines:
No reservations are required for school group visits. Teachers need to complete a school group form on arrival at the zoo. Chaperons are required to stay with students admitted at the group rate. The average zoo visit is two to three hours.
Reservations are required for all programs or presentations by the Education Department. It is best to make reservations early in the semester (September or January). Minimum group size for programs is six individuals. Chaperons are required for all school programs.

Program or Tour Offered:
STANDARD PROGRAMS:
Self-guided Safaris (K-5)

Teacher-directed safaris combine exciting Zoo tours with learning activities. Different topics and animal exhibits have been selected and developed for each grade level. Each topic is illustrated through suggested classroom activities and on-site student activity sheets. Self-guided tour packets include objectives, suggested classroom activities, Zoo map, Zoo brochure, activity sheet to be used at the Zoo, and an animal poster. Tour packets are available through the Zoo Education Department.

Zoo Discovery Programs (1-12)

Discovery programs include a slide or video/lecture presentation by Zoo education staff combined with an extensive curriculum unit to be used in the classroom and in conjunction with a trip to the Zoo. All Discovery Units include goals (concepts), behavioral objectives, instructional activities for classroom use, teaching strategies for on-site visits,

Continued on the next page . . .

and a vocabulary list. Reservations through the Education Department are required for all Zoo Discovery Programs. Titles and suggested grade levels are:

Animals, Animals (1-3)	Visiting the Tropics (4-6)
The Zoo Ark (6-12)	Exploring Grasslands (available soon)

Zoo Explorer Post (age 14 & up)

An Explorer Post for young people 14 and older is sponsored by the Sedgwick County Chapter of the American Association of Zookeepers. The Zoo Post allows teens to learn about animal or nature-related careers and to undertake service projects at the Zoo. Explorers meet every third Wednesday evening in the Zoo Education Building.

SEASONAL PROGRAMS:

Zoo Summer School (pre-school - 8)

Classes for pre-school through middle school are held at the Zoo during June, July and August. Five two-week-long sessions include classes on animals, zoos, art and conservation. Complete summer school schedules and registration information are available May 1st from the Education Department. Classes in Zoo Summer school include:

Growing Up	Zooster	Animal Watching
Animals, Animals	Making Tracks	Junior Zookeepers
Zoo Babies	Animal Lore	Animal Drawing I
Feathers, Fur & Scales	Junior Naturalists	Animal Drawing II

Teacher Workshops

One- to three-hour graduate level workshops for elementary and secondary teachers are conducted by Barbara Burgan at the Zoo. Courses and/or workshops are credited by WSU and/or Friends University and include materials, strategies and techniques to incorporate the Zoo's resources in the school curriculum. Contact the Education Department for current listings and information.

Zoo Nature Trail

Includes a 46-station numbered trail system, a lake and bird blind, a sense garden and a marsh. A self-guiding booklet and other instructional materials are available. Fees: Adults $1.00, children under 12 $.50

WICHITA OMNISPHERE and SCIENCE CENTER

220 SOUTH MAIN
WICHITA, KANSAS 67202
(316) 264-3174

Location: Downtown Wichita, across from the Wichita Public Library
Parking: Cars: Century II lot, 300 block S. Main (meters take quarters)
Buses: On English Street at bus stop sign (next to KPL Building)

Hours:

Public Hours:	Tuesday-Friday	8:00am to 5:00pm
	Saturday-Sunday	1:00pm to 5:00pm
Field Trips:	Tuesday-Friday	9:00am, 10:00am, 11:00am, 1:00pm, and 2:00pm

Admission: Public Shows: Adults $3.00, Age 3-12 $2.00
School groups: $2.00 per person/BOE USD 259 classes pre-paid by arrangement

Handicapped Access: Ramp at back (call ahead). Restrooms, Planetarium Show and First Floor Exhibits are all accessible.

Lunch Facilities: None. However, Heritage Square Park behind the Omnisphere has lunch tables (notify the Park Department at (316) 268-4361 if you plan to have lunch in Heritage Square Park.

Gift Shop: Yes, (items priced for children). Good books on dinosaurs, science experiments, and projects for classroom use.

Contact Person: Julie L. Haddad, Public Relations; or Glenda Moats, Secretary

Special Rules or Guidelines:
Grades pre-school - college. Field trips are scheduled at pre-designated times as stated above. Reservations are required. Call by January for the best springtime slots. The minimum group size is thirty students and the maximum group size if fifty (this cannot be exceeded). Tours last two hours according to the following schedule: 45 minutes/planetarium show, 15 minutes/science demonstrations, 45 minutes/hands-on exhibits.

Program or Tour Offered:
STANDARD PROGRAMS:
The Sky Tonight (pre-school - 3)
A planetarium show about the night sky for young children. Teachers handouts include Suggested Activities/Vocabulary, Color Me: JAKE (the star projector), Dot-to-Dot Constellations, Solar System Weight Chart, and make a Solar System Mobile.
OBJECTIVE: To Learn about constellations, comets, the moon, and the planets by viewing a 45-minute planetarium show of the night sky.

Continued on the next page . . .

A Dipper Full of Stars (2-4)

A planetarium show about a star's journey through the Milky Way. Teachers' handouts include Cast of Characters Color Sheet, Make a Solar system Mobile, and Teachers' Key to Cast of Characters.

OBJECTIVE: To learn about different types of stars by viewing a 45-minute planetarium show.

The Secret of the Cardboard Rocket (3-4)

A new planetarium show about two children's journey through the solar system. Teachers' handouts include Vocabulary, Make a Solar System Mobile, and Solar System Weight Chart.

OBJECTIVE: To learn about the solar system by viewing a 45-minute planetarium show.

Introduction to the Solar System (5-6)

A planetarium show about the solar system. Teachers' handouts include Activities/Vocabulary, Make a Solar System Mobile, Distance Scale of Solar System Activities, Solar System Weight Chart, Astronomy Word Search Game, Teachers' Key to Word Search.

OBJECTIVE: To learn about each planet's characteristics by viewing a 45-minute planetarium show.

The Dinosaur Show (1-6)

In the planetarium. A show about seven of the most unusual dinosaurs and the theory of how they became extinct. Teachers' handouts include Color sheets with brief dinosaur descriptions of Apatosaurus, Tyrannosaurus rex, and Allosaurus.

OBJECTIVE: To introduce students to dinosaurs.

The Space Show (3-12)

A planetarium show about NASA's achievements in the space program from the first rockets to the space telescope. Teachers' handouts include Space exploration of 1989, Story of NASA Mission, Solar System Weight Chart, and Make a Solar System Mobile.

OBJECTIVE: To learn about the history of the space program by viewing a 45-minute planetarium show.

WICHITA WILD
455 NORTH MAIN
11TH FLOOR
WICHITA, KANSAS 67202
(316) 264-8323

Location: Numerous locations, call the Wichita Wild office
Parking: Available at all locations
Hours: Variable, according to scheduled activities
Admission: None
Handicapped Access: Varies with programs; individuals should call for pertinent information
Lunch Facilities: None
Gift Shop: None

Contact Person: Bob Gress, Connie Elpers, or Jim Mason

Special Rules or Guidelines:
WICHITA WILD is a nature education program of the Wichita Park Department. Naturalists Bob Gress, Connie Elpers and Jim Mason work with over 35,00 people annually in nature programs. These programs are very popular and should be booked three to four months in advance.

Program or Tour Offered:

STANDARD PROGRAMS:
Guided Nature Walks and nature awareness activities designed for your group are available throughout the year at Chisholm Creek Park, 3238 North Oliver and Pawnee Prairie Park at Yellowstone and Pawnee Streets.
Multimedia Wildlife Programs feature live animals and a slide presentation. A variety of topics are available.
The Kansas Wildlife Exhibit in the Central Riverside Park, 700 North Nims, displays native Kansas wildlife in naturalistic settings. Guided tours for groups are available.
Discovery Boxes are "hands-on" teaching aids. Each kit includes touchable items, games, puzzles, worksheets, resource materials and more. Several natural history topics are available.
Workshops and in-service training for teachers and youth leaders are available on Nature Awareness, Kansas Wildlife, Kansas Habitats, Plant Ecology, Conservation for Children, O.B.I.S., and Project Learning Tree (PLT).

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SEASONAL PROGRAMS:

Summer Junior Naturalist Programs are available during the summer months for youths ages 8 to 15. Contact the office for more information.

Walk With Wildlife is held annually on the 2nd Saturday of June at Chisholm Creek Park, 3228 North Oliver. This event assures visitors an opportunity to view Kansas wildlife; over 60 species are displayed.

MEDIA

ARKANSAS CITY TRAVELER

200 EAST 5TH AVENUE
ARKANSAS CITY, KANSAS 67005
(316) 442-4200

Location: 5th Avenue and A Street
Parking: City lots
Hours: Monday 8:30am-11:00am
Tuesday 2:00pm-3:30pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: No

Contact Person: John Milburn

Special Rules or Guidelines:
Visitors are restricted in age to at least 5 years old. Groups are limited to less than 50 with a student/chaperon ratio of 10:1. You should be aware that there is a chance of getting soiled during the tour.

Program or Tour Offered:
The complete facility is included in the tour. You will start at the front counter then tour each department with a presenter for each area, view a computer demonstration, watch the presses, and follow the paper out to the carriers.

B98-FM KRBB
200 NORTH BROADWAY #300
WICHITA, KANSAS 67201
(316) 265-9800

Parking: North side of building
Hours: Monday - Friday: 10:00am-1:00pm
Or by special arrangement
Admission: None
Handicapped Access: Yes
Lunch Facilities: Nearby
Gift Shop: None

Contact Person: Tracy Cassidy, Brett Harris, Robert Diaz, Ken Payne or Michelle Ryan

Special Rules or Guidelines:
By request groups should be limited to about 20 students.

Program or Tour Offered:
Visitors are guided through the studio where they will watch an on the air program, see the production area, and the news room. They can make a short tape and view the sales and traffic procedures. You may request to see particular functions of the operation of the station.

KAKE-TV
1500 NORTH WEST STREET
WICHITA, KANSAS 67203
(316) 943-4221

Location: North of 13th and West Streets
Parking: Yes
Hours: Monday - Friday: 9:30am thru 3:30pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: No
Gift Shop: No

Contact Person: The Station, Monday - Friday: 8:30am-6:00pm

Special Rules or Guidelines
Visitors should be at least 9 years old in groups of 5 to no more than 25. Reservations need to be made at least 2 months in advance.

Program or Tour Offered:
It takes approximately 45 minutes to one hour to tour the entire station facility. You will visit the Weather Station, News Set and our local show "The Mike and Mogie Show".

KICT-95 RADIO
734 NORTH MAIZE ROAD
WICHITA, KANSAS 67212
(316) 722-5600

Parking: Limited, but spaces are reserved for visitors
Hours: Monday - Friday: 9:00am-1:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Jan Harrison

Special Rules or Guidelines:
Students of at least Middle School age are preferred with groups limited to twenty with two chaperons.

Program or Tour Offered:
There are three studios, a wire service area, and a conference room to view.

KSNW NEWSCHANNEL 3

833 N. MAIN
WICHITA, KANSAS 67203
(316) 265-333

Location: SW corner of 8th & Main streets
Parking: Behind building to the north
Hours: Tours are limited to Tuesday and Thursday afternoons
Admission: None
Handicapped Access: Yes
Lunch Facilities: No
Gift Shop: No

Contact Person: Teresa Deardorff, Monday - Friday 8:00am-5:00pm

Special Rules or Guidelines:
Tours are not available to children under 5 years of age. The maximum group capacity is 25.

Program or Tour Offered:
Visitors will receive a brief overview of the production and master control facilities, and then visit the news set and newsroom. Tour time is approximately 30 minutes.

KTLI LIGHT 99FM

400 NORTH WOODLAWN SUITE 201
WICHITA, KANSAS 67208
(316) 684-3699

Location: Central and Woodlawn
Parking: Large Parking Lot
Hours: Monday - Friday: 8:00am-5:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Jackie at the station

Special Rules or Guidelines:
As the facilities are quite small, the groups are limited to maximum of 10 persons.

Program or Tour Offered:
We have on air studios for KTLI, KCFN, and KBUZ and production facilities. All of these are included in the tour along with a guide to explain procedures and answer questions.

KYFW-FM
239 HARRAL
DERBY,KANSAS 67037
(316) 788-7883

Parking: Limited to four cars
Hours: Monday - Friday: 9:00am-12:00pm
Or by appointment
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Matt Johnson Monday - Friday: 9:00am-12:00pm
(Although the Station operates 24 hours, the office is open only during these hours.)

Special Rules or Guidelines:
Groups should be limited to 15.

Program or Tour Offered:
You will view a 14 minute slide presentation about the network, tour the local studio, and hear an explanation of how a radio station functions. There is also a demonstration of remote computer monitoring.

MIX 105 RADIO
626 N. BROADWAY
WICHITA, KANSAS
(316) 267-0800

Parking: Small parking lot, some available spots
Hours: Monday - Friday: 8:00am-5:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person:
Robin Smith: Monday - Friday 9:00am-12:00pm
Jeff Condi: Monday - Friday 9:00am- 2:00pm

Special Rules or Guidelines:
Maximum group size is 40 persons

Program or Tour Offered:
Visitors will view the Radio Station offices and facilities including the commercial production and on-air studios.

WINFIELD DAILY COURIER

BOX 543
WINFIELD, KANSAS 67156
(316) 221-1050

Location: 210 E. 9th
Parking: Street parking, parking lots (metered)
Hours: Monday - Friday 8:00am-5:00pm
Admission: None
Handicapped Access: Partially accessible
Lunch Facilities: None
Gift Shop: None

Contact Person: Lloyd Craig

Special Rules or Guidelines:
Please call 2 weeks in advance.

Program or Tour Offered:
Tour of plant including the circulation and advertising departments and the newsroom. Knowledgeable tour guides will explain the areas and answer questions. You are always welcome. We enjoy having company.

GOVERNMENT SERVICES

ARKANSAS CITY FIRE STATION

115 SOUTH D
ARKANSAS CITY, KANSAS 67005
(316) 442-4140

Parking: Yes
Hours: Monday - Friday 9:00am-3:00pm
Admission: No
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Station Secretary, Monday - Friday 8:00am-5:00pm

Special Rules or Guidelines:
Maximum group size is 30 students with at least 2 responsible adults per group. Reservations should be made with 2 weeks notice. The name of a contact person is required should the station become unavailable for a tour.

Program or Tour Offered:
During the tour you will see the firehouse and a fire truck and hear a talk on fire safety. You will also be shown an ambulance and talk with a paramedic (EMC). During special awareness week fire prevention materials will be distributed.

ARKANSAS CITY POLICE STATION

1ST AND CENTRAL
ARKANSAS CITY, KANSAS 67005
(316) 442-3344

Parking: Yes
Hours: Monday - Friday 8:00am-8:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Linda Bazil, Monday - Friday 8:00am-5:00pm

Special Rules or Guidelines:
Visitors should be at least school age. A student/chaperon ratio of 15:1 is requested.

Program or Tour Offered:
A guide will take you on a tour of the offices, the dispatch area, the Civil Defense Department, and the jail with a close-up look at a police car.

ARKANSAS CITY WASTE WATER TREATMENT PLANT

P.O. BOX 778
ARKANSAS CITY, KANSAS 67005
(316) 442-5210

Location: Past Total Petroleum on South M
Parking: Yes
Hours: Monday - Friday 8:00am-5:00pm
Admission: None
Handicapped Access: No
Lunch Facilities: None
Gift Shop: None

Contact Person: Ron Parker or Joe Bucham

Special Rules or Guidelines:
The age requirement is that visitors be at least in the second grade and groups be limited to 20. There should be at least one responsible adult per each 4 students.

Program or Tour Offered:
A tour guide will discuss regulations and guidelines for treating the waste water while guiding the group through the plant. You will see the whole process from incoming, treatment, to outgoing water.

ARKANSAS CITY WATER PLANT

P.O. BOX 778
ARKANSAS CITY, KANSAS 67005
(316) 442-5210

Location: Washington and 5th Ave.
Parking: Yes
Hours: Monday - Friday 8:00am-4:00pm
Admission: None
Handicapped Access: None
Lunch Facilities: Paris Park with picnic areas is located across the street.
Gift Shop: None

Contact Person: Ron Parker or Dwane Burk

Special Rules or Guidelines:
Students should be at least in the second grade with groups limited to about 20. There should be at least one adult for each 4 students.

Program or Tour Offered:
The tour of the Plant shows the complete process from the water source, treatment, to the pump out to residents. The information also includes a discussion of the regulations that must be met in treating the water. The tour takes about 45 minutes to 1 hour.

UNITED STATES POSTAL SERVICE

7117 W. HARRY
WICHITA, KANSAS 67276-9998
(316) 946-4678

Parking: West Lot, Employee Entrance
Hours: 8:00-11:00am and 2:45-8:00pm
Monday through Friday
Admission: None
Handicapped Access: Yes
Lunch Facilities: Vending Machines only
Gift Shop: None

Contact Person: Ms. Sher Wiseman, Monday through Friday, 7:30 am-4:00pm

Special Rules or Guidelines:
Visitors must be at least five years old and groups should not be larger than 50 with 1 adult per 10 children. No tours are given during the month of December.

Program or Tour Offered:
Tours take approximately 30-45 minutes. A Post Office representative explains the process of eleven stages of sorting the mail by destination and type of mail, as well as the work done by the different machines and employees.

WINFIELD CITY FIRE DEPARTMENT

817 FULLER
WINFIELD, KANSAS 67156
(316) 221-0530

Location: Highway 160, 3 blocks from Main
Parking: In back of station
Hours: Monday - Saturday 8:00am-8:00pm
Admission: None
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: None

Contact Person: Any on shift personnel

Special Rules or Guidelines:
A twenty to two student/chaperon ratio is preferred with a 24 hour notice for reservations.

Program or Tour Offered:
All of the station accept the upstairs living quarters is included in the tour with informal lectures on fire fighter training and equipment. The tour lasts about 45 minutes to one hour.

ATTRACTIONS

OUTSIDE

OF OUR

REGION

COMBAT AIR MUSEUM

P.O. BOX 19142
TOPEKA, KANSAS 66619-0142
(913) 862-3303

Location: Hangar 602-604, Forbes Field
Parking: Spaces for cars, RV's, and buses
Hours: Monday - Saturday: 9:00am-4:30pm
Sunday: 10:00am-4:30pm
Admission: Students (6-16): $2.50
Adults: $4.00
Seniors: $3.50
Handicapped Access: Yes
Lunch Facilities: None
Gift Shop: Yes

Contact Person: Roger Miller, Weekdays: 8:00am-5:00pm

Special Rules or Guidelines:
Any age or size of group may be accommodated with enough time to schedule guides. With one week advance notice you will receive a group discount of $.50 off regular admission.

Program or Tour Offered:
The Hangar displays operational aircraft from every armed conflict in which powered aircraft has been involved. A collection of military aircraft and memorabilia from World War II to the present is also exhibited.

EISENHOWER CENTER

200 SE 4TH
ABILENE, KANSAS 67410
(913) 263-4751

Location: 2 miles South of I-70, Buckeye at 4th Street
Parking: Yes
Hours: Daily: 9:00am-5:00pm
Closed: Thanksgiving, Christmas, and New Year's
Admission: Museum only: 2 through 15: $1.00
16 through 61: $1.50
Handicapped Access: Yes
Lunch Facilities: Picnic facilities
Gift Shop: Yes

Contact Person: Carol Needham, Monday - Friday: 9:00am-5:00pm

Special Rules or Guidelines:
A student/chaperon ratio of 10:1 is requested. Please call ahead to make arrangements, and keep in mind that March, April, and May are the busiest months.

Program or Tour Offered:
The Center's Library and Museum exhibits depict the military and civilian careers of Dwight D. Eisenhower, with a major changing exhibit each year in the Museum. The Visitors Center houses a gift shop and auditorium, where a film on the life of Eisenhower is shown several times daily. Other features of the Center include the Family Home, where President Eisenhower lived as a boy, and the Place of Meditation, where President and Mrs. Eisenhower are buried.

KANSAS STATE CAPITOL BUILDING

300 S.W. 10TH AVE.
TOPEKA, KANSAS 66612
(913) 296-3966

Location: 10th & Harrison streets
Parking: Two hours free parking, Southwest section on grounds.
Hours: Building open: 8:00am-5:00pm daily

Tours:		
	Monday - Friday:	9:00, 10:00, 11:00am; 1:00, 2:00, 3:00pm
	Saturday:	9:00, 11:00am; 1:00, 3:00pm
	Sunday:	No Tours

Admission: Admission and Tours are Free.
Handicapped Access: At East door, ground level, a ramp and automatic door are available.
Lunch Facilities: Snack Bar in building, cafeteria across street.
Gift Shop: Small shop at tour desk on ground level.

Contact Person: Allan Studer, (913) 296-3966, 8:00am-5:00pm, Monday - Friday

Special Rules or Guidelines:
First and Second Grade students receive a half-hour tour and all others are about 55 minutes. Groups are limited to 35 persons per guide with at least 3 adults per group. Groups of 8 or more people must make reservations, smaller groups are done on a walk-up basis, no reservations necessary. We are unable to tour pre-school or kindergarten groups. However, small children with families are allowed.

Program or Tour Offered:
Dating back to 1866, the Capitol houses Kansas' most famous works of art by native-born John Steuart Curry. The building is constructed of native limestone and designed in French Renaissance architecture.
On the tour for First and Second Grade the group will ascend half way up into the dome area, 124 steps. The dome is not included in this shorter tour. Guides will show the Senate and House Chambers, interpretation of murals on the 1st and 2nd floors, statutes and flags. As time and circumstances permit, tours may also include the Governor's reception office, old Supreme Court Room, Secretary of State's office, and other rooms and items of interest.

KANSAS COSMOSPHERE & SPACE CENTER

1100 NORTH PLUM
HUTCHINSON, KANSAS 67501
(316) 662-2305 or (800) 397-0330

Location:
Parking: Motor Coach parking available
Hours: Monday - Friday: 9:00am-9:00pm
Saturday 10:00am-9:00pm
Sunday 12:00pm-9:00pm
Admission:
Building Admission: $ 1.00 per person
Galaxy of Stars Planetarium shows: $ 2.50
OMNIMAX® Theater Shows:
Adults . . . . . $ 4.00
Children (12 & under) . . . $ 3.75
Senior citizens . . . . . $ 3.75

Handicapped Access: Yes
Lunch Facilities: The outside grounds may be used for lunch breaks, since lunch facilities are not available at the Cosmosphere. A list of area restaurants will be provided upon request.

Gift Shop:
Students enjoy the variety of space-related gift items for sale at the Kansas Cosmosphere. If your students plan to visit the Gift Shop, remember to allow additional time.

Contact Person:
For reservations call: (316) 662-2305 or (800) 397-0330

Special Rules or Guidelines:
Help assure that your students' field trip to the Kansas Cosmosphere is a productive, enriching experience. **Adult supervision of students is required at all times, even though a Cosmosphere staff member is present.** We reserve the right to dismiss, without refund, any groups that misbehave.

Program or Tour Offered:

DISCOVERY WORKSHOPS:
Is Space My Place? (grades K-3) Challenge your young students to consider themselves America's future space explorers. We'll take them on an imaginary mission into space where they will learn why they have to wear space suits, how space food is different from what they eat at home, and how they might travel into space.
Continued on the next page . . .

Kansas Cosmosphere and Space Center
. . . continued

Space Flight - The Human Experience (grades 4-12) Give your students a peek at the ultimate camping trip as they look at the daily life of an astronaut during space travel. Special preparation and teamwork, they will discover, help meet the challenges of weightlessness and crowded conditions. Even the most basic functions of eating, sleeping, and dressing, once seen from the perspective of the astronaut, will never seem quite the same at home!

The Space Shuttle (grades K-12) Take a closer look at america's first reusable spacecraft—the Space Shuttle. It continues to open new frontiers for space exploration and Earth studies, even as it is taken more and more for granted by the American public. This profile of mission events from launch through landing will give your students a new appreciation for this technological achievement.

Apollo. . . A Giant Leap for Mankind (grades 4-12) Will America return to the Moon? As 1994 marks the twenty-fifth anniversary of America's first landing on the Moon. This workshop revisits that historic achievement and will focus your students' attention on a possible return.

Survival in Space (grades 6-12) Your students will examine some of the solutions to the many hazards of space, such as the space suit. Behind the glamorous images of astronauts in space are remarkable technological solutions to the seemingly overwhelming dangers of space travel. Dramatic demonstrations simulate the space environment.

Visions of the Future (grades 4-12) What challenges face us as we venture beyond Earth's orbit? What will life be like on the Moon and Mars? Original, large scale models and unusual demonstrations will stir the imagination and stimulate new dreams of the future for your students.

Newton's Doing the Driving (6-9) Gravity, one of the least understood principles of physics, inspired this lively investigation of Newton's Laws of Motion. Your students will learn how a science developed more than 300 years ago affects today's space technology.

Columbia . . . This is Mission Control (grades 4-9) How is that message sent across the vast emptiness of space? Through fascinating special effects, your students will see and hear the basic science involved in the ongoing technological challenge of communication of both on Earth and through space.

Continued on the next page . . .

Kansas Cosmosphere and Space Center
. . . continued

America's Journey in Space (grades 4-12) An historical perspective on the dramatic beginnings of manned space flight, this workshop refocuses on the remarkable accomplishments that have taken us from the apprehension of Mercury to the promise of the Space Station.

PLANETARIUM PROGRAMS:

Starlight! Starbright! (grades K-3) Introduce students to the planetarium and evening sky in a program that changes with the seasons. The Moon, planets and constellations visible in the sky on the evening your class visits help establish concepts of time and direction.

Voyager 2 - Grand Tour Through the Giant Planets (grades 6-12) The incredible findings of the Voyager 2 spacecraft during each planetary fly-by will fascinate your students. Dramatic video projections such as a Jupiter rotation/zoom make this program zip!

Our Sky Tonight (grades 4-12) Designed for specific grade levels, this night sky program includes a look at the planets and comets that are visible on the night of your visit. An intriguing sky lore story and a morning sunrise conclude the program.

Exploring the Solar System (grades 4-12) Highlighting the hazards of manned space flight to Mars, this program takes students on a planetary tour as viewed through the cameras and instruments on board a variety of NASA and Russian spacecraft.

Bear Tales (and Other Grizzly Stories) (grades K-3) Take your students on a camping trip under the stars where they'll hear Grandpa Ben's stories about the night sky. Stunning full-color visuals and a superb cast of voices complement the beautiful night sky of the planetarium and make this an entertaining introduction to the sky and its lore.

Where on Earth is Christopher Columbus? (grades 4-12) The history of navigational technology from use of the stars and the compass to sophisticated satellite systems is the focus of this program. It is an ideal partner to the new OMNIMAX® Theater film, "The Discoverers."

The Family of the Sun (grades 1-3) Your students will remember the members of our Solar System with the help of this lively program. With the use of a NASA memory devise and current photographs of the planets, the program helps teach names, positions, and characteristics of each planet. The conclusion: Earth is the special planet of the Solar System.

Continued on the next page . . .

Kansas Cosmosphere and Space Center
. . . continued

HALL OF SPACE MUSEUM TOURS:

A chronological presentation of America's space program, the Hall of Space museum includes more than $ 100 million in space artifacts. Award-winning exhibits featuring spacecraft, U.S. and Russian space suits, and interactive computerized displays tell the story of human daring and remarkable technological achievement.

Guided Tours (recommended for all grades) A one-hour guided tour of the Hall of Space is free when you schedule another activity. Your students will see one of the largest and most comprehensive collections of space artifacts in the world.

Hall of Space Fact-Finder (grades 5-12) For those who have previously toured the Hall of Space, challenge your students with this organized scavenger hunt. It's the fun way to learn space facts. The materials fee is $ 1.00 per student.

OMNIMAX® THEATER:

Images and sensations come to life with startling reality in the OMNIMAX® Theater. The 70mm expanded format and 44-foot titled, wrap-around dome draw audiences into the center of the action and provide a sense of "being there."

The OMNIMAX® Theater is an exhibit in itself so your students can appreciate the technology that makes the large format film experience so powerful.

Your group may see the current public feature films being shown or, **September through February**, you may schedule one of the special films. The special films are available to school groups on **Monday through Friday from 9:00am to noon.**

KANSAS MUSEUM OF HISTORY

6425 S.W. SIXTH
TOPEKA, KANSAS 66615-1099
(913) 272-8681

Location: 8 miles west of downtown Topeka off I-70
Parking: Ample, free
Hours: Monday - Saturday 9:00am to 4:30pm
Sunday 12:00pm to 4:30pm
Admission: Free
Handicapped Access: Yes
Lunch Facilities: Vending machines in dining area, picnic tables
Gift Shop: Yes, a wide assortment of Kansas gifts and books

Contact Person: Education Director, Monday - Friday: 8:00am-5:00pm

Special Rules or Guidelines:
Tours are offered at designated times by volunteer docents. Organized along specific themes, each tour utilizes appropriate gallery spaces, reproduction artifacts, and classroom areas. Tours last one hour. Reservations are processed on a first-come, first-served basis. Three weeks advance notice is advised. When your tour is confirmed, you will receive a pre-tour packet to help you prepare for your visit.

Program or Tour Offered:
STANDARD PROGRAMS:
Tours currently offered:

- Workin' on the Railroad (Kdg)
- Wichita: People of the Grass Lodge (1-2)
- Westward, HO! (5-6)
- Trails to Rails (5-6)
- Food on the Move (7-9)
- Prairie Homes (7-12)
- General Tour (All Audience)

The Discovery Place is an exciting hands-on gallery based on the premise that people learn best by doing. Visitors are encouraged to touch, smell, manipulate, try on, and listen to a wide assortment of gallery features, each dealing with an important aspect of Kansas history. A visit to the Discovery Place will prove that history can and should be fun! Groups may visit the Discovery Place during public hours, but a time limit may be imposed on busy days. The capacity of the Discovery Place is 25 visitors at one time. Reserved visits may be arranged for groups during non-public hours. Discovery Place Hours: Daily, 1:00pm to 4:30pm.

Continued on the next page . . .

Kansas Museum of History
. . . continued

OUTREACH PROGRAMS:
A wide variety of programs are available for use in all corners of the state. Borrowers pay only for shipping. These programs include:

Traveling Trunks
Wheatland (Kdg)
Farm Family (2)
Mexican/American (4)
Volga-German (5)
Carpentry (6)
Archeology (7-9)
Kansas Prairie (7-9)

Audio-Visual Programs
Voices of the South Wind (All Audiences)
Crosslights: Kansas in the Thirties (7-9)
Enough to Eat: Food in Kansas in the 1860s (7-12)

LIBERAL AIR MUSEUM

P.O. BOX 2585
LIBERAL, KANSAS 67905
(316) 624-5263

Location: 2000 W. Second Street, Liberal, KS
Parking: yes
Hours: Monday - Friday 8:00am-5:00pm
Saturday 10:00am-5:00pm
Closed Thanksgiving, Christmas, and New Year's Day
Admission: 10 and up: $2.00
Group Tour plus Dr. Rocket: $2.00 per child, Adults free
Handicapped Access: Yes
Lunch Facilities: Blue Bonnet Park nearby has picnic facilities.
Gift Shop: Yes

Contact Person: Lisa Hunsberger, Monday - Friday

Special Rules or Guidelines:
Visitors must be at least 3 years old. Tours with Dr. Rocket are designed for elementary students. Groups as large as 150 can be accommodated using the student/adult ratio established by the participating school. Visitors are reminded that the exhibits are not hands-on and no running or rough play is allowed.

Program or Tour Offered:
Aviation and military aircraft are displayed in this 80,000- square-foot display. American aviation heritage is featured. The Liberal Air Museum—Kansas' largest aviation museum—prides itself in displaying an outstanding collection of military aircraft, civilian aircraft, and aerospace aviation exhibits. Established to help preserve America's proud aviation heritage, the constantly growing museum's offerings range from the antique to the unusual, including: Aviation Pioneers, Golden Age Aircraft, and others, plus many special attractions like NASA Traveling Exhibits. The Museum is home of the Colonel Tom A. Thomas, Jr. Historic Aircraft Collection and Mid-america Air Group.

SPENCER MUSEUM OF ART

1301 MISSISSIPPI
LAWRENCE, KANSAS 66044
(913) 864-4710

Location: The University of Kansas

Parking: Buses may unload in front of the museum of Mississippi Street and park north of the museum on Mississippi Street near the entrance to the parking lot or in the lot adjacent to the football stadium. Free, three-hour visitor parking permits are available at the traffic control booth just south of the museum on Mississippi Street, or you may park in the metered spaces in the parking lot north of the museum.

Hours: Guided tours are conducted Tuesdays through Fridays for groups of ten or more and must be scheduled two to three weeks in advance. Unguided groups may visit the Spencer Museum during museum hours: Tuesday through Saturday, 8:30-5:00; Sunday 12:00-5:00. Please notify Betsy Weaver if you plan an unguided group tour.

Admission: There is no charge for guided tours.

Handicapped Access: Yes

Lunch Facilities: None

Gift Shop: The Museum Book Shop has catalogues of some of the museum's collections and changing exhibitions along with postcards, art books, posters, and other art-related items.

Contact Person: Betsy Weaver of the Museum's education department.

Special Rules or Guidelines:

Please contact us immediately if you will not be able to keep your appointment or if the size of your group changes considerably. This will insure that the appropriate number of docents are available.

To enhance the learning experience, large groups will be divided into groups of about 15 per docent. We encourage discussion between the docent and museum visitors. Guided tours last approximately one hour. Please remind your group that no one may touch the works of art or lean against the walls in the galleries. The museum guards will remind visitors if they forget.

Program or Tour Offered:

Eleven galleries showcase the art collections in one of the most comprehensive university art collections in the nation. Spencer is best known for its 17th & 18th century European paintings and sculpture and for its 19th century American paintings.

Continued on the next page . . .

Spencer Museum of Art
. . . continued

Children's Tours:

American Art and Artists To correlate with fifth-graders studies of the United States, nineteenth- and twentieth-century American art.
Art of the World An overview of art from ancient cultures to the present, in conjunction with sixth-grade world history.
Children in Art A look at the variety of ways children are depicted in painting and sculpture.
Framing the Past: Frames in the Spencer Art Museum Large and small, fancy and plain, frames around the pictures.
Goddesses, Gods and Monsters: Mythology in Art Greek and Roman myths in painting and sculpture.
Lemons and Lobsters: Food in Art Why artists depict food and what it means.
My Favorite Things: Art as Gifts and Souvenirs From gifts to the museum to eighteenth-century souvenirs, a look at special works in the museum's collection.
Secrets at the Spencer Museum of Art Stories about the artworks and the museum.

Other Tours Available:
There are a number of Adult Tours and Tours for Language Classes offered. There are also several Slide Talks available.

WORLD WAR II MEMORIAL CAMPANILE BELL TOWER

UNIVERSITY CARILLONNEUR
MURPHY HALL, UNIVERSITY OF KANSAS
LAWRENCE, KANSAS 66045
(913) 864-3835

Location: Memorial Drive, University of Kansas
Parking: Some metered parking in basically restricted zones (7:00-5:00 daily). Parking permits for $2.00 a day are available from the parking service 864-7275.
Hours: By appointment.
Admission: None. Contributions can be made to the Carillon Endowment Fund through the KU Endowment Association, but are not required.
Handicapped Access: None
Lunch Facilities: Kansas University Unions and local restaurants

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Contact Person: Albert Gerken (913) 864-3835, mornings or (913)843-1780, afternoons and evenings.

Special Rules or Guidelines:
Students must be at least in the 3rd grade. Inside the Campanile groups are limited to 20 with a student/chaperon ratio of 5:1.

Program or Tour Offered:
This World War II memorial has a 53 bell carillon. Tours involve a climb of 77 stairs (spiral stairway). The first 40 will take you to the first level where the practice room is located. Then it is 30 more to the second level to view the bells, then 7 stairs to the playing room interior. The tour includes a brief talk about the campanile and carillon and a demonstration of the instrument. Tours last about 45 minutes to an hour, depending on the size of the group.

HELPFUL HINTS

The Wichita-Eagle Beacon Publishing Co., Inc. and the Ceres Unified School District of Ceres, California graciously agreed to allow us to reprint resources that they separately produced. Those materials and others are printed here to use as guides in planning interesting activities for your students. We have also included two guides produced by CERES for entertaining a guest speaker in your classroom and some worksheets on guest speakers and field trips from Careers and Me and The Career Workbook. (Both of these books and the Ceres materials in their entirety are available from our Resource Library.)

The materials included in this section should be very helpful to you and your students as you prepare for and return from a learning experience outside of the classroom.

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8 WAYS TO MIX KIDS AND ART

"Every child is an artist; the problem is how to remain an artist when we grow up." So said Pablo Picasso.

With considerable help from Inez Wolins, director of the Wichita Art Museum and a nationally known expert in family museum-going, here are some ideas for making an afternoon at an art museum pleasurable enough to keep the artist within all of us happy:

Do a little homework. The experts agree that in the case of an art museum, you shouldn't let the pictures do all the talking. If you know what you'll be seeing, you can prime your kids to look for certain basic things: A portrait vs. a still life. The light and color of Birger Sandzen's landscapes. The mood of an Edward Hopper city scene. The story being told with a Charles Russell hunt painting.

Keep it short and flexible. Whether you're leading your children or your children are leading you, 20 to 45 minutes will probably feel like plenty of time.

Hit the museum store first, if there is one, perhaps to buy several postcard reproductions of the museum's best-known artworks. (Make sure that these works really do belong to that museum and are currently on view, or else it will be an exercise in frustration.) Then set off with your kids on a hunt to find the originals in the galleries.

Grab a map at the museum's information desk and make the visit a lesson in navigation as well as in art appreciation, letting your kids seek out the sculpture areas and the various galleries.

Give yourselves a theme for the visit and seek out artworks featuring, say, animals, children, angles or the color green. Kids like lots of color and detail.

Keep count of items pictured. Ask your children to go off within a gallery and not come back until they know how many horses, musical instruments, ships, rivers or smiles there are to see on the walls.

Ask your kids what they think about what they are seeing:

- Ask them to pick a favorite painting, then jot down a clue or rhyme that's going to lead Mom, Dad or a sibling to it.
- Ask your kids to find artworks that each of the Teenage Mutant Ninja Turtles—the aptly named Michelangelo, Donatello, Raphael and Leonardo—would like.
- Ask them to tell you what just happened before the scene in the picture and what will happen next.
- Ask if they can find a picture with a good hiding place.
- Ask your child what time of day and day of the week it is in the painting.
- Ask your child what the characters in the painting are thinking.

When you get home, pull out the paints, crayons, colored pencils, watercolors, markers and paper—and stand back.

—Rhonda Holman

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Teachers' Field Trip Survival Kit

Everything You Always Wanted to Know
(But were afraid to ask)
About Hosting a Field Trip

This material was printed by permission from Project CERES,
Ceres Unified School District, Ceres, CA 95307

Why should you take a field trip?

Students are stimulated when the classroom activities are supplemented with resources available from the community. Nothing can match the feeling that students experience by seeing a process first hand, reinforcing any classroom instruction that has taken place.

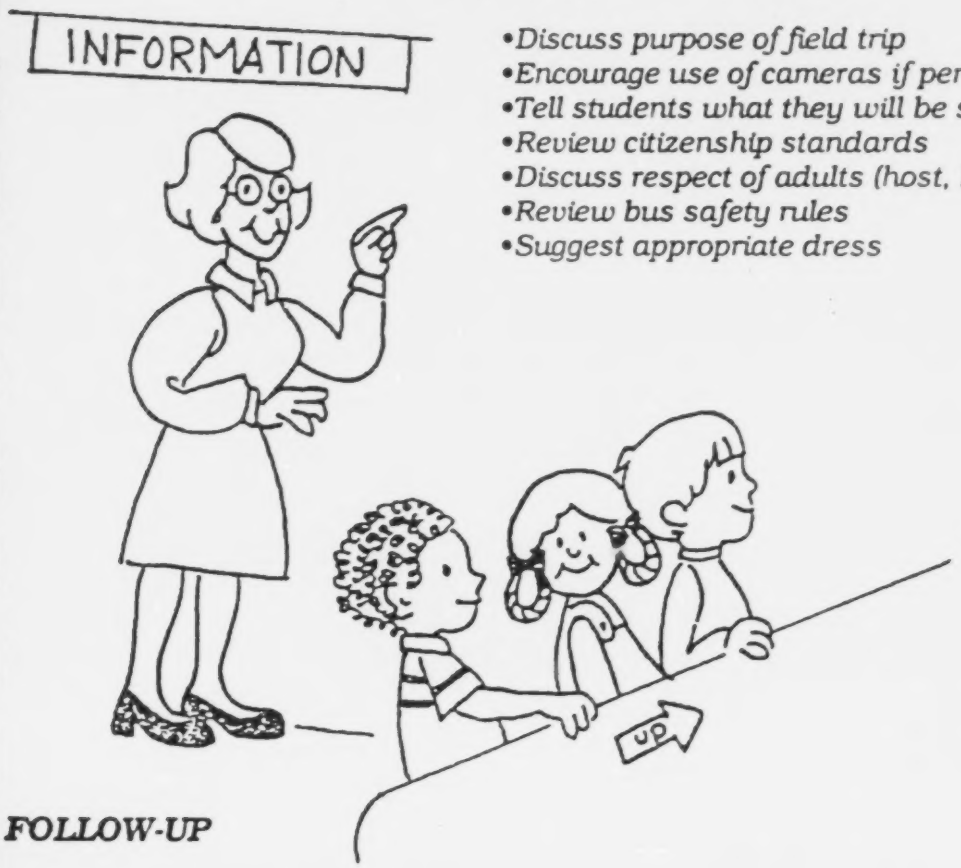
PLANNING A FIELD TRIP

- *Identify objectives*
- *Select an appropriate community resource*
- *Obtain administrative approval*
- *Comply with school regulations*
- *Contact visitation site*
- *Identify contact person*
- *Discuss with resource person*
  - *objective*
  - *date of visit*
  - *arrival time*
  - *number in group*
  - *services and facilities available*
  - *facilities for handicapped*
  - *required number of chaperones*
  - *bus parking*
  - *restrictions (cameras, clothing)*
  - *special needs*

VISIT THE FACILITY PRIOR TO FIELD TRIP:

- *Make detailed plans and time schedule*
- *Secure available materials (pamphlets, pictures, films)*
- *Schedule transportation in advance*
- *Estimate transportation in advance*
- *Estimate transportation costs*
- *Invite chaperones*
- *Inform parents of cost (admission, lunch)*
- *Obtain signed parental permission slips*

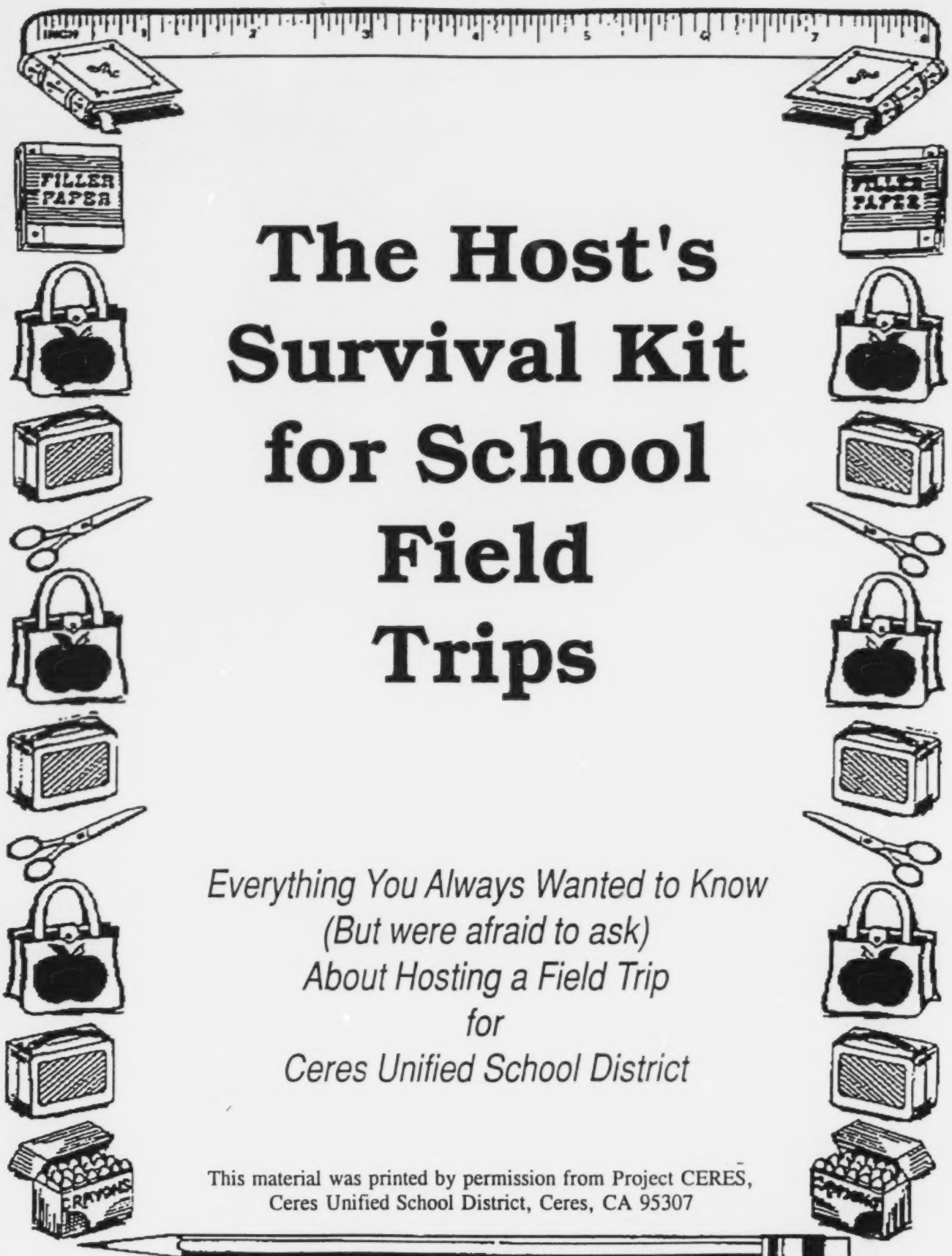
PREPARING STUDENTS:



- *Discuss purpose of field trip*
- *Encourage use of cameras if permissible*
- *Tell students what they will be seeing*
- *Review citizenship standards*
- *Discuss respect of adults (host, bus driver, chaperones)*
- *Review bus safety rules*
- *Suggest appropriate dress*

FOLLOW-UP

- *Letter of appreciation to host*
- *Evaluation by students, teacher, and host*
- *Student activity discussion, or exercise to reinforce learning*
- *Publicize trip to local newspaper*



The Host's Survival Kit for School Field Trips

Everything You Always Wanted to Know
(But were afraid to ask)
About Hosting a Field Trip
for
Ceres Unified School District

This material was printed by permission from Project CERES,
Ceres Unified School District, Ceres, CA 95307

BEFORE:

A school person will be contacting you and assisting with the following:

- *Confirmation of date, time, length of trip*
- *Maps showing location*
- *Arrangements for lunch or refreshments if applicable*
- *Restroom location*
- *Size of group*
- *Deciding numbers of chaperones needed*
- *Bus parking*
- *Materials and equipment needed*
- *Identifying the tour guide prior to trip*
- *Selecting guides who are friendly, articulate, and knowledgeable*
- *Directing the presentation to the grade level and interests of the students*
- *Scheduling tour at a time when production is greatest*

Use of the following materials may help to make the tour a more effective experience:

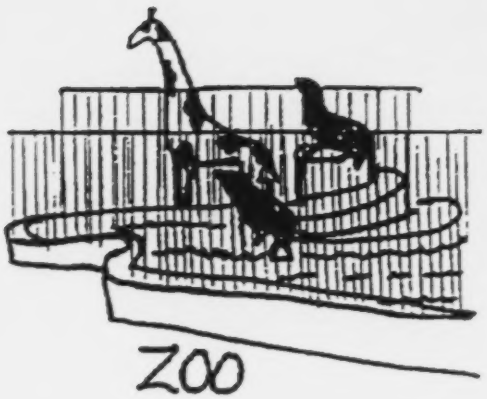
brochures
posters
films
filmstrips
slides
photographs
samples
charts
graphs

THE DAY OF THE FIELD TRIP:

- *Welcome the group*
- *Introduce guides*
- *Point out restroom location*
- *Indicate lunch facilities if applicable*
- *Encourage students to ask questions of employees*
- *Provide brochures, leaflets, samples if available*
- *Follow-up with question period*
- *Publicize visit in local newspaper*
- *Maintain relaxed atmosphere*

AFTER:

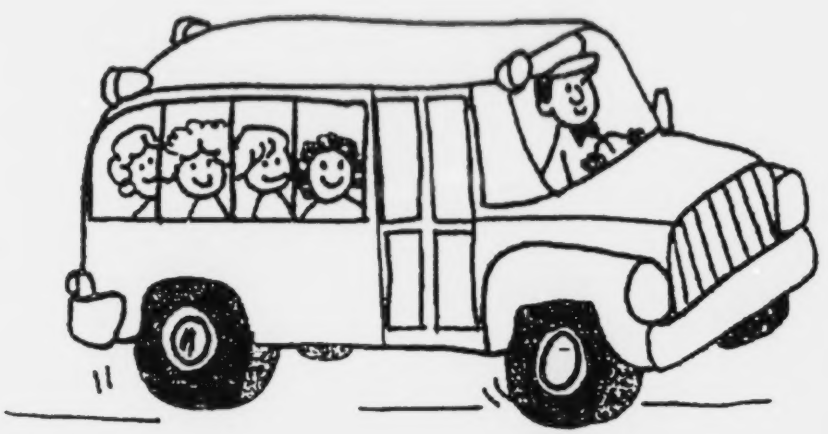
- *Evaluate tour with employees, teacher, and group*
- *Communicate reactions to the teacher*
- *Discuss any changes for the next time*



Thanks

THANKS
Thank you for opening your doors to our students. This gives students the opportunity to have meaningful experiences with a number of community representatives such as yourself. By opening the community doors you make it possible to relate classroom learning experiences to our community.

You Are A Valuable Asset!



Dear

Thank you for sharing your professional knowledge with our students. It is beneficial for students to see and hear people from our community who are successful in their occupations.

People, such as yourself, who take the time to come to our schools are greatly needed. You are a valuable asset and we appreciate your efforts to enlarge the scope of our career education program.

Sincerely

Teachers' Guest Speaker Survival Kit

Everything You Always Wanted to Know
(But were afraid to ask)
About Hosting a Guest Speaker

This material was printed by permission from Project CERES,
Ceres Unified School District, Ceres, CA 95307

BEFORE THE PRESENTATION:

- *Indicate purpose of speaker to students*
- *Write student questions for guest*
- *Discuss citizenship standards*
- *Invite parents to come*
- *Obtain necessary material and equipment*
- *Assist student to greet speaker*
- *Publicize speaker (name, date, topic, place)*

DURING THE PRESENTATION:

- *Assist speaker with student questions*
- *Keep class and speaker on topic*
- *Maintain classroom control*
- *Encourage student participation*

AFTER THE PRESENTATION:

- *Send letters of appreciation to quest speaker*
- *Student, teacher, and guest speaker evaluation of presentation*
- *Class discussion, activity, or visual representation of experience*

PREPARING THE GUEST SPEAKER:

Send all necessary material:

- *Send speaker copy of "Guest Speakers' Survival Kit"*
- *Provide speaker with the following*
  - *Name*
  - *School map and location*
  - *Grade*
  - *Group size*
  - *Materials to bring*
  - *Materials and equipment available*
  - *Objective*
  - *Topic*
  - *Length of presentation*
  - *Date*
  - *Time*
  - *Student questions*
  - *Where to park*
  - *Place to report*
  - *Room number*

- *Specify*
  - *Student interests*
  - *Socio-economic make-up*
  - *Students' limitations*

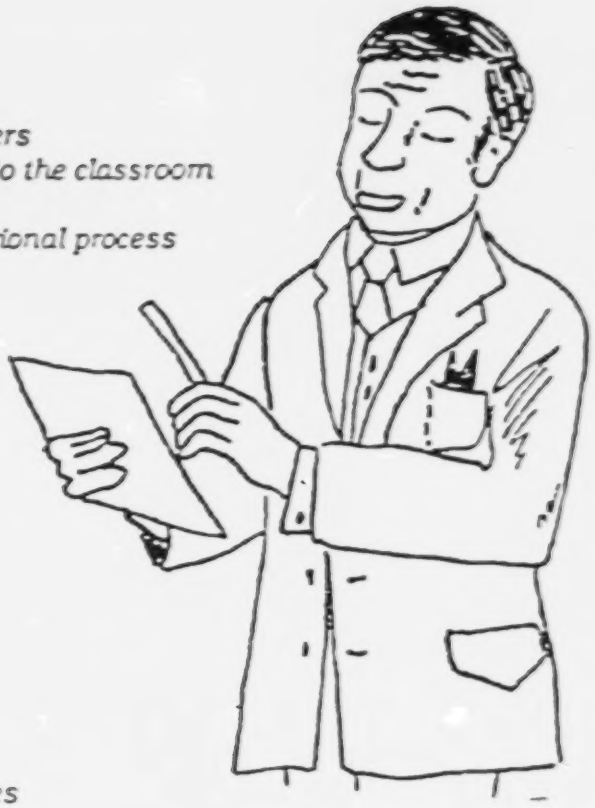
    academically
    physically

- *Encourage speaker to:*
  - *Vary activities*
  - *Use visual aides*
  - *Bring brochures*
  - *Answer all questions possible*
  - *Include students in demonstration*
  - *Do group activities*

BEST COPY AVAILABLE

WHY USE A GUEST SPEAKER?

- *To improve student awareness of careers*
- *To bring experienced people in a job into the classroom*
- *To make the curriculum more relevant*
- *To involve the community in our educational process*

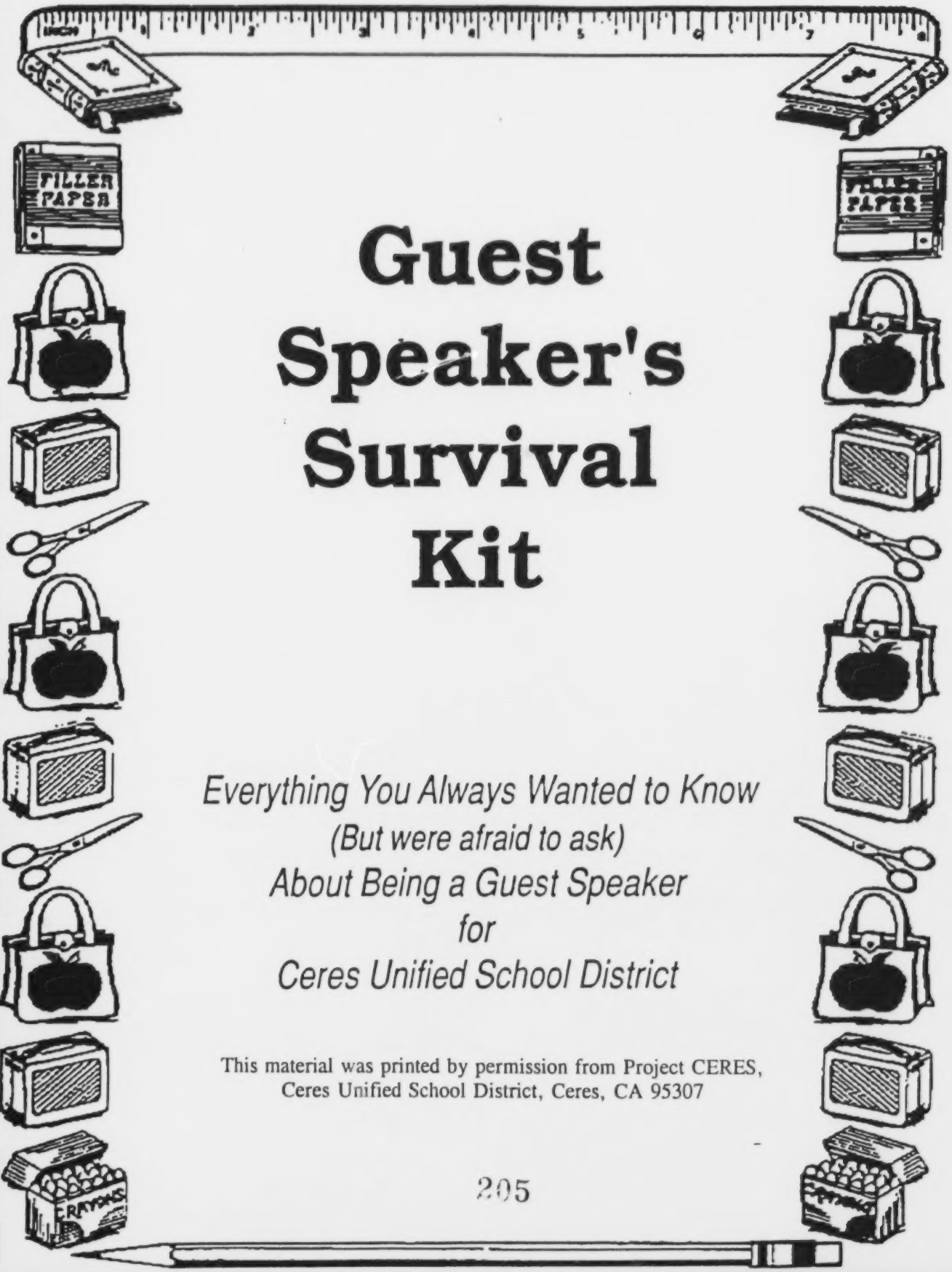


HOW TO SELECT A SPEAKER:

- *Search out and use community resources*
- *Personally contact speakers*
- *Interview the speaker*
- *Articulate with staff about visiting speakers*
- *Include non-traditional occupations, handicapped, disadvantaged, and minorities*

SCHEDULING GUEST SPEAKERS:

- *Send out tentative schedule to speakers*
- *Contact at least two weeks in advance*
- *Confirm a few days prior to presentation*
- *Notify a few days prior to presentation*
- *Obtain administrative approval*
- *Comply with district and education code*



Guest Speaker's Survival Kit

Everything You Always Wanted to Know
(But were afraid to ask)
About Being a Guest Speaker
for
Ceres Unified School District

This material was printed by permission from Project CERES,
Ceres Unified School District, Ceres, CA 95307

Helpful Hints

STUDENTS:

- *Love to help*
- *Like to be included*
- *Like visuals, graphics and hand-outs*
- *Are bored with statistics*
- *Love stories*
- *Need varied activities*
- *Want to know all about you*
- *Like to ask questions*
- *Need simple answers*

How Can We Help?

1. *Different room arrangements?*
2. *Special materials or supplies?*
3. *Audio visual equipment?*
4. *Anything else?*

Call your contact person.

Thanks

Thank you for offering to share your professional knowledge with our students. You are a valuable asset and we appreciate your efforts to enlarge the scope of our career education program.

You Should Already Know:

WHO: *•Contact person*

WHAT: *•Grade level/age*
•Interests of students
•Materials available
•Topics to cover
•Questions students ask
•Time Limit

WHEN: *•Arrival time*
•Presentation time

WHERE: *•School location*
•Place to report
•Room number/building

(If you don't know these things, call.)

What Can You Say About Your Job?

WHO *do you work for?*

- *Who is your Supervisor?*
- *What kinds of jobs are offered?*

WHAT *do you do?*

- *What is your title?*
- *What are your duties?*
- *Do your duties change from day to day?*
- *What are the physical requirements?*
- *What are the mental requirements?*
- *Are there any unusual demands?*
- *Is your job dangerous?*
- *What skills are important in doing your job?*
- *How do you use reading, writing, computing in your job?*

WHERE *do you work?*

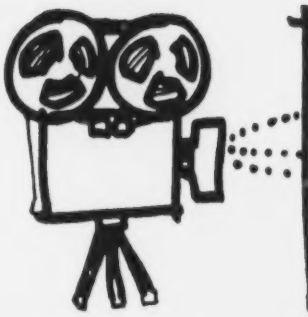
- *Do you work inside or outside?*
- *Is your job in a rural or urban area?*
- *Is it a large or small facility?*
- *Do you travel?*
- *Could you do your job anywhere in the country?*

WHY *do you work there?*

- *What are the advantages and disadvantages?*
- *What compensation would one expect?*
- *What is the retirement age?*
- *Is there good security for the future?*
- *Why did you choose this field?*
- *Why do you feel it is a good job?*
- *Is there an outstanding event in your work that was humorous, dangerous, or rewarding?*

HOW *did you get the job?*

- *What work experience is required?*
- *What education is necessary?*
- *What will the education cost?*
- *Where can the education be obtained?*
- *What special licenses, examinations, or certificates are required?*
- *Did you go to school to learn your job?*



Keep your eyes open!

Many regular classroom experiences--films, filmstrips, or field trips--can be Career Awareness opportunities.

Use the following discussion questions to help students become aware of careers in films, filmstrips and field trips of all kinds.

1. Did you see anyone working?
2. What were some of the people doing?
3. What are these workers called?
4. Were they working indoors or outdoors?
   Day or night?
   Part time or Full time?
   Alone or with other people?
5. What kinds of machines or tools did you see?
   What were they used for?
6. Which person would you like to help for a day?
   Why?
7. Which job would require the most training or experience?
8. What are the advantages of the jobs you saw?
   What are the disadvantages?
9. Could both men and women do these jobs?
10. What would happen if these jobs were eliminated?
11. How do you think these jobs will change 100 years from now?

Use only the questions that are appropriate for the type of experience the students have had.

Some questions to ask Classroom Speakers

1. What do you do on your job?
2. Why did you take this job?
3. What tools or equipment do you use? Can you show them to us?
4. Was this your first job choice?
5. What do you like best about your job? Why? What do you wish you didn't have to do?
6. What kind of education do you need for your job?
7. About how much can a person earn doing your job?
8. Can you tell us something funny or unusual that happened to you on this job?
9. Is there anything we should have asked you?
10. Is there something you would like to ask us?
11. _____

_____

_____

© 1978 TEACHERS

Field Trip Report

PLACE VISITED

HOW I GOT THERE

WORKERS I SAW

Choose one and draw a picture of his or her job.

Tell more about your trip on the other side.

© 1978 TEACHERS

SOME THOUGHTS TO CONSIDER IN SELECTING A GUEST SPEAKER

1. A speaker's topic must pertain to the teaching-learning objectives of the sponsoring individual or group.

2. Only invited speaker will be present.

3. Evidence should be presented that the speaker is reputable and knowledgeable in the subject.

4. The speaker should agree to use suitable language and be audio and/or video taped.

5. The speaker should agree to speak to the structure and subjects requested and if he/she does NOT, students may be excused.

6. The structure for the presentation should pertain to the current subject matter being dealt with in the classroom.

7. The speaker is requested to participate in a question and answer session following his/her presentation.

8. No speaker shall be permitted to pass out literature to the students unless previously previewed and approved by the responsible teacher.

9. Adequate preparation and follow-up is imperative for all the students in attendance.

10. Students should not be required to listen to highly controversial speakers if they choose not to.

GUIDELINES FOR A SPEAKER WHEN ADDRESSING

PRIMARY GRADES K - 2

1. Tell your name and occupation.
2. Tell what you do and where you work.
3. Explain the duties of your occupation.
4. Explain the importance of your occupation and its relation to the community.
5. Where applicable, wear work clothes, bring tools of the trade, bring visual aids, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.
6. Relate humorous or unusual experiences pertaining to your job.
7. Always allow time for questions from the children.
8. As much as possible involve the class in active participation.
9. Relate your occupation to academic skills. (Example: Knowledge of measurement is important to a carpenter.)

GUIDELINES FOR A SPEAKER WHEN ADDRESSING

INTERMEDIATE GRADES 3 - 4

1. Tell the class your name and occupation.
2. Tell what you do and where you work.
3. Explain the duties of your occupation.
4. Explain the importance of your occupation and its relation to society.
5. Tell the typical places of employment.
6. Tell the qualification for your occupation: age, sex, education, etc.
7. Explain the conditions of your work: hours, regularity of employment, health and accident hazards, etc.
8. Where applicable, wear work clothes, bring tools of the trade, bring visual aids, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.
9. As much as possible, involve the group in active participation.
10. Always allow time for questions from the students.
11. Relate humorous or unusual experiences pertaining to your job.
12. Relate your occupation to academic skills, (Example: Newspaper reporters need to able to write, read, and spell properly.)

GUIDELINES FOR A SPEAKER WHEN ADDRESSING

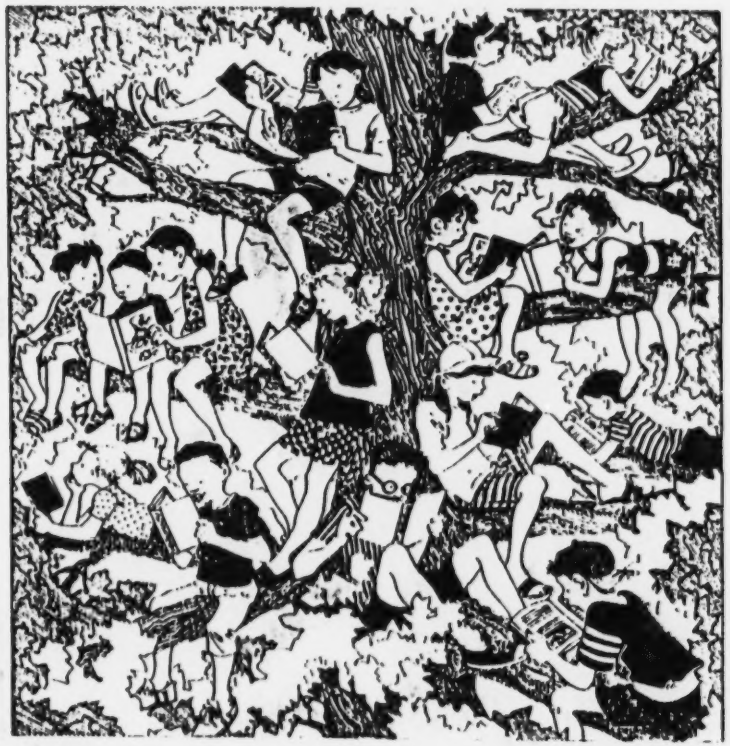
UPPER GRADES 5 - 6

1. Tell your name and occupation.
2. Tell your duties and where you work.
3. Tell the importance of your job and its relation to the community.
4. Explain the qualifications for your occupation: age, sex, education, etc.
5. Explain the type of preparation needed for your occupation: general education, special training, and experience.
6. Tell the methods of entering your occupation.
7. Earnings: beginning wage rate, benefits, other rewards.
8. Tell about the conditions of work: hours, regularity of employment, health and accident hazards.
9. Tell about the typical places of employment.
10. Explain the advantages and disadvantages of the job.
11. Relate interesting, humorous or unusual experiences pertaining to your job.
12. Always allow time for questions during the presentation.
13. Where applicable, wear work clothes and bring tools of the trade, bring visual aids, demonstrations, slides, films, filmstrips, records, posters, etc.
14. As much as possible, involve the class in group participation.
15. Summarize: How you got into this occupation.
16. Relate your occupation academic skills. (Example: A bookkeeper needs to have a great deal of knowledge of math.)

QUESTIONS FOR RESOURCE PEOPLE

1. What skills, training, and education are necessary? What subject areas from your formal schooling have you found most helpful in your occupation?
2. How would you describe a typical day?
3. What are your duties and responsibilities?
4. What is the salary range? for a beginning worker? after five years?
5. What are your working hours? Does your job require overtime? Do you get paid for overtime?
6. What are your job satisfactions? What are the drawbacks?
7. What are the opportunities for advancement in this area?
8. What are the benefits (vacation, health or medical insurance, stock options, etc.)?
9. What are the hazards, if any?
10. Is the job mostly indoors or outdoors?
11. Does your job deal mainly with people, ideas, or things?
12. What are the chances for travel?
13. What kind of co-workers can I expect to associate with?
14. Are jobs in this career area increasing, staying about the same, or decreasing?
15. Does this occupation require joining an association or union?
16. What are the appropriate dress requirements?
17. Are there any health requirements?
18. How much freedom/supervision do you experience?
19. What is the work environment like? What facilities are available?
20. Are there any license requirements?
21. Do you need transportation?
22. Who/What influenced you most in your choice of occupation?
23. How does your occupation influence your leisure time?
24. What hobbies do you enjoy? Why?
25. What are your future plans in this occupation?
26. Who can I write or contact for further information?

GENDER EQUITY & CAREER AWARENESS LIBRARY RESOURCE CATALOG



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SOUTH CENTRAL KANSAS GENDER EQUITY PROGRAM
Cowley County Community College and
Area Vocational-Technical School
125 South Second • P.O. Box 1147
Arkansas City, KS 67005

BEST COPY AVAILABLE

Director:
Laura S. Dodson-Pennington

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Linda Strack
Mary Burkett

The GENDER EQUITY PROGRAM derives funding through the Federal Carl Perkins Vocational Education Act.

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INTRODUCTION

This catalog is a compilation of all of the resource materials available through the South Central Kansas Gender Equity Program at Cowley County Community College & AVTS. This collection includes books, texts, booklets, papers, posters, instructional materials, videos and computer software on a variety of topics and for a number of different grade levels.

All requests for materials included in this catalog should be directed to the Gender Equity Program Office either by mail, phone or fax. A materials request form appears on the following page--please feel free to duplicate and distribute this form. There is no charge to check out materials from the resource library. The materials may be borrowed for one-month periods except for audiovisual materials, which should be returned after two weeks. If you should need the materials for longer than these periods, please contact our office and we will renew them provided there are not requests from other schools for the same materials. Materials may be returned to our office by library mail rates, fourth class mail, or UPS. Insurance is required in addition to postage.

Because the Gender Equity Resource Library is continually growing and searching for new sources of materials, we invite you to share with us any materials you feel that we should consider for the collection.

South Central Kansas Gender Equity Program Resource Library

Materials Request Form

GENERAL INFORMATION:

DATE:	
NAME:	
POSITION:	
SCHOOL:	
ADDRESS:	
PHONE:	

REQUESTED MATERIALS:

TYPE (ie book, video...)	TITLE OF MATERIAL

LEGEND

. You will find the grade level indication for each resource on the far right side of the page.

The levels are as follows:

GRADE LEVEL	CORRESPONDING LETTER
Elementary School	E
Middle School	M
High School	H
Postsecondary School	P
All Levels	A

COWLEY COUNTY COMMUNITY COLLEGE

Gender Equity Holdings

Careers Info

★ **Article**			
Facilitating Women's Involvement in Non-Traditional Occupations	William D. Wolansky		
Women in Nontraditional Careers--Setting Them Up to Succeed	Stenberg & Tuchscherer	Vocational Education Journal	
Women in Workplace: Vocational Education & Segregated Division of Labor	Johanna Lasonen	University of Jyvaskyla	P
★ **Book**			
1992 What Color Is Your Parachute, The	Ten Speed Press		HP
1995 Kansas Occupational Outlook	Kansas Department of Human Resources		MH
A Counselor's Guide to Career Assessment Instruments, Second Edition	Kapes & Mastie		MH
About Writing Your Resume	Channing L. Bete, Co.		HP
Activities for Occupational Outlook Handbook	Meridian Education Corporation		EM
Alternative Support Systems for Nontraditional Students in Vocational Education	Michigan Department of Education Office for Sex Equity in Education		HP
But What If I Don't Want To Go To College (A Guide to Successful Careers Through Alternative Education)	Harlow G. Unger		HP
CERES Career Education Infusion Activities Curricula	Ceres Public School District		MH
Career & Life Skills Series	Farr & Christophersen		HP
Career Action Plan	William M. Bloomfield	Meridian Education Corporation	HP
Career Caper (Activities & Puzzles for Elementary & Junior High)	Teachers, Inc.		EM
Career Choices: A Guide for Teens and Young Adults	Bingham & Stryker	Able Publishing	MH

Career Choices Curriculum	Able Publishing	MH
Career Classroom Activities	Center on Education and Work	MH
Career Connection, The--A Guide to College Majors & Their Related Careers	JIST Works, Inc.	HP
Career Connection, The--A Guide to Technical Majors & Their Related Careers	JIST Works, Inc.	HP
Career Counseling for the Middle School Youngster: Grades 6-9	Mark J. Miller Chronicle Guidance	M
Career Discovery Encyclopedia (Vol. 1-6)	Ferguson Publishing Company	MH
Career Education for Schoolchildren with Learning Disabilities	United Educational Services, Inc.	EM
Career Education in the Middle/Junior High School	Olympus Publishing Company	M
Career Education--Motivational Activities for the Teaching of Career Education (Grades K-8)	Opportunities for Learning, Inc.	EM
Career Education--Where It Is & Where It Is Going	Kenneth B. Hoyt Olympus Publishing Co.	A
Career Education Resource Kit: Educational Activities to Eliminate Sex Discrimination in Schools	Schadell Woolridge	MH
Career Opportunities for Women	Channing L. Bete, Co.	HP
Career Planning for Minority Women	Stanlie M. Jackson	HP
Career Types Series	VGM Career Horizons	HP
Career Workbook, The--Career Awareness Activities for Reading, Math, Language Arts and . .	Teachers, Inc.	E
Careers & Me--Self-Awareness & Career Awareness	Teachers, Inc.	E
Careers in State and Local Government	John William Zehring	HP
Catalyst, The--Increasing Options for Rural Youth (Training Package)	WEEA	H
Changing Workplace, The (Career Counseling Starategies for the 1990's and Beyond)	Carl McDaniels	HP
Children's Dictionary of Occupations	Meridian Education Corporation	E
Choices/Changes: An Investigation of Alternative Occupational Role Models	Community Education Center, Rochester City School District	MH

Choosing Occupations and Life Roles	Women's Educational Equity Act	MH
College Board College Handbook for Transfer Students, The	College Entrance Examination Board	HP
Complete Guide to Public Employment, The	Krannich, Ronald & Caryl	HP
Complete Guide to International Jobs & Careers	Krannich, Ronals & Caryl	HP
Connections: Women & Work & Skills for Good Jobs (A Program for Middle School Students)	The Boston YWCA	M
Damn Good Resume Guide, The	Yana Parker Ten Speed Press	HP
Dictionary of Occupational Titles, Volume II, Fourth Edition	U.S. Department of Labor--Employment & Training Administration	HP
Dictionary of Occupational Titles Volume II, Fourth Edition	U.S. Department of Labor--Employment & Training Administration	HP
Discover What You're Best At	Barry & Linda Gale Simon & Schuster	HP
Dream Catchers, Developing Career & Educational Awareness in the Intermedicate Grades	Norene Lindsay	EM
Dynamic Cover Letters	Ten Speed Press	HP
E-WOW (Explore the World of Work)	CFKR Career Materials, Inc.	E
Employment Programs for Rural Women	U.S. Department of Labor, Women's Bureau	A
Enhanced Guide for Occupational Exploration	JIST Works, Inc.	MH
Evaluating Career Education: Some Practical Models	A.M. Mitchell	MH
Exploring Careers--A Young Person's Guide to Over 300 Jobs	JIST Works, Inc.	EM
Exploring Careers in the Military	Robert W. MacDonald The Rosen Publishing Group, Inc.	HP
Exploring High Tech Careers	Scott Southworth The Rosen Publishing Group, Inc.	EM
Exploring Nontraditional Careers for Women	Rose Neufeld The Rosen Publishing Group, Inc.	EM
Exploring New Worlds (Trades and Technical Occupations for Women)	Margaret A. Nash	EM

Financing the Cost of a College Education	Channing L. Bete, Co.	HP
Focus on Careers (Teenage Perspectives)	Lynne B. Iglitzin	H
From Working Girl to Working Mother--The Female Labor Force in the United States, 1820-1980	Lynn Y. Weiner	HP
Future Traveler, The	Dandy Lion Publication	EM
Guest Speaker's Survival Kit	CERES School District	EM
Guide for Occupational Exploration, Second Edition	U.S. Department of Labor--Employment & Training Administration	MH
Hand in Hand (Mentoring Young Women)	Bonnie Faddis	MH
Hard-Hatted Women--Stories of Struggle & Success in the Trades	Molly Martin The Seal Press	MH
High School Career-Course Planner	CFKR Career Materials, Inc.	H
Host's Survival Kit for School Field Trips, The	CERES School District	EM
How to Choose a College That's Right for You	Channing L. Bete, Co.	HP
Improved Career Decision Making in a Changing World	Judith M. Ettinger	HP
Interest Assessment for Girls & Young Women	Kansas Careers	MH
JOB-0-E User's Guide, Test Booklet	CFKR Career Materials, Inc.	E
JOB-O Professional Manual Test Booklet	CFKR Career Materials, Inc.	HP
JOB-O User's Guide, Test Booklet	CFKR Career Materials, Inc.	HP
JOB-O Career Planning (English-Spanish Version)	CFKR Career Materials, Inc.	HP
JOB-O Dictionary	CFKR Career Materials, Inc.	A
JOB-O Enhanced	CFKR Career Materials, Inc.	HP
JOB-O-A (Advanced) User's Guide, Test Booklet	CFKR Career Materials, Inc.	HP
Job Jungle	CFKR Career Materials, Inc.	E

Kansas Job Openings and Training (1990 Edition)	State of Kansas	A
Making Career Choices: Extending Students' Understanding of Sex-Role Stereotyping in the Decision-Making Process	Michigan Department of Education Office for Sex Equity in Education	HP
Mothers Can Do Anything	Joe Lasker	E
National Trade & Professional Associations of the United States	John J. Russell	HP
Occupational Outlook Handbook, 1990-91 Edition	U.S. Department of Labor--Bureau of Labor Statistics	HP
Of Work and Worth, Career Education for the Handicapped	Pamela Gillet	EM
Offbeat Careers--The Directory of Unusual Work	Al Sacharov Ten Speed Press	MH
Opening All Options--Middle School & Junior High Career Guidance	Drier & Whitfield ERIC, University of Michigan	M
Opportunities in High Tech Careers	Golter & Yanuck	MH
Peterson's Guide to Four Year Colleges, 1992	Peterson's Guides	HP
Peterson's Guide to Two Year Colleges, 1992	Peterson's Guides	HP
Profiles in Achievement--Eight Outstanding People Who Made Education Their Springboard to Success	Charles M. Holloway College Entrance Examination Board	MH
Project Choice (Creating Her Options in Career Exploration)	Elyse Fleming	MH
Resume Catalog, The: 200 Damn Good Examples	Yana Parker	HP
Resumes for High Tech Careers	VGM Career Horizon	HP
SPACES (Solving Problems of Access to Careers in Engineering and Science)	Sherry Fraser	MH
South Central Kansas Job Openings and Training (1990 Edition)	State of Kansas	A
Step By Step--The Educational Equity Options Project (Program Manual)	Judy A. Beck Wider Opportunities for Women, Inc.	HP
Step Up for Women (A Curriculum in Empowerment for Tradeswomen (2nd Edition)	Northern New England Tradeswomen	A
Steppin' Up and Moving On (A Career Education Program for the Urban, Noncollege-Bound Student)	Patricia A. Fischer	MH

Summer Options for Teenagers--More Than 1000 Programs to Make This Summer Unforgettable!	Cindy Ware	MH
Sweaty Palms (The Neglected Art of Being Interviewed)	H. Anthony Medley	HP
Teacher's Field Trip Survival Kit	CERES School District	EM
Teachers' Guest Speaker Survival Kit	CERES School District	EM
Technical, Trade & Business School Data Handbook, 1991/93	Barry & Linda Gale	HP
The Nuts & Bolts of NTO: How to Help Women Enter Nontraditional Occupations	Jo Shuchat Sanders	HP
Things People Do	Civardi & Cartwright	E
United Nations Decade for Women, 1976-1985: Employment in the United States, The	U.S. Department of Labor, Women's Bureau	A
What Everyone Should Know About Career Planning	Channing L. Bete, Co.	MH
What Would We Do Without You? A Guide to Volunteer Activities for Kids.	Kathy Henderson	MH
What You Should Know About Getting A Job	Channing L. Bete, Co.	HP
What You Should Know About Job Interviewing Skills	Channing L. Bete, Co.	HP
What's It Like to Be a Ballet Dancer	Troll Associates	E
What's It Like to Be a Dairy Farmer	Troll Associates	E
What's It Like to Be a Fire Fighter	Troll Associates	E
What's It Like to Be a Fisherman	Troll Associates	E
What's It like to Be a Forest Ranger	Troll Associates	E
What's It Like to Be a Home Builder	Troll Associates	E
What's It Like to Be a Puppeteer	Troll Associates	E
What's It Like to Be a Sanitation Worker	Troll Associates	E
What's It Like to Be a Teacher	Troll Associates	E
What's It Like to Be a Truck Driver	Troll Associates	E

What's It Like to Be a Zoo Worker	Troll Associates	E
Where the Jobs Are: A Comprehensive Directory of 1200 Journals Listing Career Opportunities	S. Norman Feingold & Glenda Ann Hansard-Winkler	HP
Women & Work--Photographs & Personal Writings	Maureen R. Michelson New Sage Press	HP
Women in Higher Wage Occupations--A Resource Manual	Margaret Tully University of Wisconsin-Madison	HP
Working Moms: A Portrait of Their Lives--Anne Abrams: Engineering Drafter	Bryant & Shulman	E
Working Moms: A Portrait of Their Lives--Ubel Velez: Lawyer	Bryant & Shulman	E
Working Moms: A Portrait of Their Lives--Sharon Oehler: Pediatrician	Bryant & Shulman	E
Working Moms: A Portrait of Their Lives--Carol Thomas-Weaver: Music Teacher	Bryant & Shulman	E
Working Moms: A Portrait of Their Lives--Zoe McCully: Park Ranger	Bryant & Shulman	E
Working Moms: A Portrait of Their Lives--Jane Sayler: Veterinarian	Bryant & Shulman	E
Your Child's Career Education--A Guide to Home-Based Career Education	Mangum, Gale, Olsen, Peterson & Thorum	EM
Your First Resume	Ron Fry	HP
★ **Computer Software**		
JOB-O	CFKR Career Materials, Inc.	HP
Vocational-Technical Quick Screener	CFKR Career Materials, Inc.	HP
★ **Poster**		
Career Clusters (Series of 15)	Perfection Form Company	MH
Career Education Is Where It's At (Series of 8)	Jon Kennedy Cartoons	MH
Career Quiz (Series of 8)	Jon Kennedy Cartoons	MH
Choose a Winner . . . Choose a Nontraditional Career!	PROJECT ENTER	HP
Jobs Aren't What They Used to Be . . . Check All the Options Before You Decide (Series of 5)	Virginia Vocational Curriculum & Resource Center	MH
My Career Planner	Career Transitions	H

	PROJECT ENTER
★ **Audio/Visual**	
Career Exploration: A Job Seeker's Guide to the Occupational Outlook Handbook, the Guide for Occupational Exploration, and the Dictionary of Occupational Titles	JIST,Inc.
Changing Channels (7 videos and accompanying guides)	Project SERVE
Changing Channels IV, Tech Prep and High Tech Careers for Women	Careers Unlimited
Its A New World	ACE Consortium & Kansas Careers
Its Her Future	Vocational Studies Center, University of Wisconsin--Madison
Kaleidoscope of Careers (Series of 5 Video Cassettes)	Kansas Careers
Stepping In	Vocational Studies Center, University of Wisconsin--Madison
Stepping Out	Vocational Studies Center, University of Wisconsin--Madison
There's No Such Thing As Women's Work	U.S. Department of Labor--Women's Bureau
Women at Work: The Year 2000	Leadership Development Program, University of Florida--Jacksonville

Gender Equity

★ **Article**

"Friends" Raping Friends--Could It Happen to You?	Association of American Colleges--Project on the Status of Women	
AAUW Report: How Schools Shortchange Girls, an Executive Summary	American Association of University Women (AAUW)	
Achieving Sex Equity in Education--a Comparison at Pre- & Post-Secondary Levels	Klein & Bogart	
Campus Gang Rape: Party Games?	Association of American Colleges--Project on the Status of Women	
Career Mobility: Does Gender Matter	Rose R. Bell The NEA Higher Education Journal	P
Checklist for evaluating Sexism in Children's Books	Women's Action Alliance	EM
Cost of Sex Bias in Schools and Society, The (The Report Card #1)	American University	
Education for All: Women and Girls Speak Out on the National Education Goals	National Coalition for Women & Girls in Education	
Equitable Treatment of Girls & Boys in the Classroom	AAUW	
Equity, Excellence & 'Just Plain Good Teaching'	Gardner, Mason & Matyas The American Biology Teacher	
Gifted Girls: The Disappearing Act (The Report Card #6)	American University	A
Guide to Nonsexist Language	Association of American Colleges	MH
Looking for More Than A Few Good Women in Traditionally Male Fields	Association of American Colleges--Project on the Status and Education of Women	
Non-Sexist Classroom, The (A Questionnaire)	Felicia George	EM
Not All Men Are Sly Foxes	Armin A. Brott	P
Overcoming Gender Disparity in Vocational Education	Douglas C. Smith	
Report Card #1, The (The Cost of Sex Bias in Schools and Society)	David & Myra Sadker	EM
Report Card #2, The (Sex Bias in Colleges & Universities)	Myra Sadker	P

Report Card #3, The (Gender Bias in Mathematics, Science and Technology)	Mary Jo Strauss	HP
Report Card #4, The (Women in Educational Administration)	Myra Sadker	EM
Report Card #5, The (Education and the Teenage Pregnancy Puzzle)	Reid & Dunkle	MH
Report Card #6, The (Gifted Girls: The Disappearing Act)	Susan Morris Shaffer	EM
Report Card #7, The (Status of Women in the 1980's: A Summary of Key Indicators)	Shaffer & Mahrer	HP
Sexism In Our Schools: Training Girls for Failure?	Mary Conroy	EM
Sexual Harassment: Faculty, Student Considerations	Doric Little The NEA Higher Education Journal	A
Sexual Harassment--A Workshop	Joan & Thomas Kosuth Diversified Counseling Services	P
Stalled Agenda: Gender Equity and the Training of Educators	Kathy Vandell AAUW	
Status of Women in the 1990's--A Summary of Key Indicators (The Report Card #7)	American University	MH
Teaching for Gender Differences	National Association for Research in Science Teaching	
Women and Tenure: The Opportunity of a Century	American Association of University Women	
Women in School Administration--Overcoming the Barriers to Advancement	WEEA	
Women, Part-time Faculty, and Illusion	Margie Burns The NEA Higher Education Journal	
Your Life as a Girl (What Are the Options the World Gives You?)	Curtis Sittenfeld	A

★ Book

A Choice of Heros (The Changing Face of American Manhood)	Mark Gerzon	HP
A Just Beginning (Sex Equity Manual for Childbirth Educators)	Corsi, Lloyd & Madden	E
A Parent Guide to Title IX	Michigan Department of Education Office for Sex Equity in Education	EM
A Review of the AT-Risk Literature with Special Emphasis on Female Students	Michigan Department of Education Office for Sex Equity in Education	EM

A Working Women's Guide to Her Job Rights	U.S. Department of Labor, Women's Bureau	P
A-GAY-YAH (A Gender Equity Curriculum for Grades 6-12)	Wathene Young	MH
A.C.T.I.V.E. Sex Equity in Elementary School Physical Education	Western Washington University	E
ASSESS (Assessing Sex Equity in Schools and Society)	Michigan Center for Career and Technical Education	A
Against the Tide (Pro-Feminist Men in the United States 1776 - 1990)	Kimmel & Mosmiller	HP
American Families: 75 Years of Change	U.S. Department of Labor, Bureau of Labor Statistics	A
An Annotated Summary of the Regulation for Title IX Education Amendments of 1972	Mid-Atlantic Equity Consortium, Inc.	A
Awareness of Sexual Prejudice is the Responsibility of Educators (A.S.P.I.R.E.)	Livonia Public Schools, Michigan	A
Becoming Sex Fair (A Comprehensive Model for Public School Districts)	Calabrese, Donaldson & Johnston	EM
Beyond Title IX: Gender Equity Issues in Schools	Mid-Atlantic Equity Consortium, Inc.	A
Boys Will Be Boys (Breaking the LInk Between Masculinity and Violence	Myriam Miedzian	HP
Changing Roles of Men and Women (Educating for Equity in the Workplace, A Curriculum Guide)	Margaret A. Nash	HP
Checklists for Counteracting Race and Sex Bias in Educational Materials	Martha P. Cotera	A
Coal Employment Project--How Women Can Make Breakthroughs into Nontraditional Industries, The	U.S. Department of Labor, Women's Bureau	P
Counting on computer Equity: A Quick & Easy Guide for Finding Out If Your School Has A Computer Gender Gap	Sanders & McGinnis	A
Creating Awareness in Sex Equity	University of Missouri-Columbia	A
Creating Sex-Fair Family Day Care (A Guide for Trainers)	CHOICE Program	E
Creative Ways to Supplement Biased Materials	University of Missouri-Columbia	A
Dictionary of Bias-Free Usage--A Guide to Nondiscriminatory Language	Rosalie Maggio The Oryx Press	HP
Do Your Female Students Say "No, Thanks" to the Computer?	Women's Action Alliance	EM

Does Your Daughter Say "No, Thanks" to the Computer?	Women's Action Alliance	EM
Employers And Child Care: Benefitting Work and Family	U. S. Department of Labor, Women's Bureau	P
Employment and Earnings	U.S. Department of Labor, Bureau of Labor Statistics	P
Employment-Focused Program for Adolescent Mothers	U.S. Department of Labor, Women's Bureau	P
Employment Goals of the World Plan of Action: Developments and Issues in the United States	U.S. Department of Labor, Women's Bureau	P
Equal Their Chances: Children's Activities for Non-Sexist Learning	Shapiro, Kramer & Hunerberg	EM
Equality in Language	University of Missouri-Columbia	A
Equity Counseling for Community College Women	Carol Elaison	P
Equity Lessons for Elementary School	WEEA	E
Equity Lessons for Secondary School	WEEA	MH
Equity Lesson Plans	Kansas State Board of Education	EM
Examining Materials for Sex Fairness	University of Missour-Columbia	A
Executive Mentoring: Myths, Issues, Strategies	Mertz, Welch & Henderson	HP
Failing at Fairness: How America's Schools Cheat Girls	Myra & David Sadker	A
Fair Recruitment: Model and Strategies	Illinois State Board of Education	MH
Fairy Tale-Twisters for the 90's--Equity for Everybody in Distress	H. Sparber	A
Family Relationships & Parenting Education--Sex Bias-Dual Role	University of Missouri-Columbia	A
Flexible Workstyles: A Look at Contingent Labor	U.S. Department of Labor, Women's Bureau	P
Fourscore and Two: A Booklet of Gender Equity Ideas for Secondary Teachers to Develop Critical Thinking Skills Among Students	Michigan Department of Education Office for Sex Equity in Education	MH
From Homemaking to Entrepreneurship: A Readiness Training Program	U.S. Department of Labor, Women's Bureau	P
Gender Equity Assessment Guide	American Association of University Women	EM

Guide for Planning Pre-service & Inservice Programs for Secondary Teachers	Eastern Kentucky University	MH
Guidelines for Eliminating and Preventing Sex Discrimination	Michigan Department of Education Office for Sex Equity in Education	A
Handbook for Achieving Sex Equity Through Education	Susan S. Skein	A
Hiring Procedures	Monica Kittock-Sargent	EM
Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools	The American Association of University Women	A
How Schools Shortchange Girls--The AAUW Report	The AAUW Educational Foundation	P
How School Shortchage Girls (Action Guide)	American Association of University Women	EM
Influence of Gender-Role Socialization on Student Perceptions, The	Michigan Department of Education Office for Sex Equity in Education	EM
Jobs for the Future	U.S. Department of Labor, Bureau of Labor Statistics	A
Just What the Doctor Should Have Ordered--A Prescription for Sex-Fair School Health Services	WEEA	A
Kansas Competencies to Support Equal Access	Kansas State Board of Education	EM
Kansas Guide for Integrating Equity: A Gender Balanced Curriculum	College of Education, Kansas State University	EM
Keeping Sex Equity Issues "In The News"	Michigan Department of Education Office for Sex Equity in Education	EM
Male Experience, The (Second Edition)	James A. Doyle	P
Manhood in the Making	David D. Gilmore	P
Measuring Sex Stereotypes: A Multination Study	John E. Williams and Deborah L. Best	P
Men's Work, Women's Work	University of Minnesota Press	HP
Men's Work, Women's Work (A Sociological History of the Sexual Division of Labour in Employment	Harriet Bradley	P
Midwest Desegregation Assistance Center Resource Catalog	Midwest Desegregation Assistance Center	P

Monthly Labor Review (Women's Earnings)	U.S. Department of Labor, Bureau of Labor Statistics	P
National Women's Employment and Education Project	U.S. Department of Labor, Women's Bureau	P
New Men, New Minds (Breaking Male Tradition)	Franklin Abbott	P
New Pioneers (A Program to Expand Sex Role Expectations in Elementary and Secondary Education)	Smith, Cole, Ridout & Wise	EM
Non-Sexist Education for Young Children--A Practical Guide	Barbara Sprung	E
PROS & CONS--Sex Role Options (A Game for Change)	Creative Learning Systems, Inc.	HP
Promoting Educational Equity Through School Libraries	WEEA	A
Quest: Gender and Self	Michigan Department of Education Office for Sex Equity in Education	MH
Role Playing Script (Examing Classroom Interactions)	Dr. Martina Thompson	EM
Says Who? Research, Authority, and Me (A Guide for Students)	Patricia B. Campbell	MH
Secrets in Public: Sexual Harassment in Our Schools	Stein, Marchall & Tropp	A
Sex Equity in Educational Leadership (Women Getting Together and Getting Ahead)	Smith, Kalvelage & Schmuck	A
Sex Equity in Educational Leadership (The Oregon Story)	Patricia A. Smith	A
Sexual Harassment-Changing Perceptions (A Workshop)	Project Serve	A
Sexual Harassment and Teens (A Program for Positive Change)	Susan Stauss & Pamela Espeland	MH
Sexual Harassment and Teens (A Program for Positive Change)	Susan Strauss & Pamela Espeland	MH
Sexual harassment in Education	Michigan Department of Education Office for Sex Equity in Education	EM
Shortchanging Girls, Shortchanging America (A Call to Action)	American Association of University Women	EM
Shortchanging Girls, Shortchanging America (An Abstract)	American Association of University Women	A
Sourcebook of Measures of Women's Educational Equity	American Institute for Research	A

Staying Poor, How Job Training Partnership Act Fails Women	Jo Sanders	HP
Taking A Stand Against Sexism & Sex Discrimination	Trudy J. Hanmer	P
Teacher Skill Guide for Combatting Sexism (14 Components)	Debra Klinman	EM
The Hidden Discriminator (Sex Bias in EducationalResearch)	Patricia B. Campbell	EM
The Making of Masculinities (The New Men's Studies)	Harry Brod	HP
The Neuter Computer: Computers for Girls & Boys	Sanders & Stone	EM
The Second Shift	Arlie Hochschild	P
Threescore and Five: A Booklet of Gender Equity Ideas for Elementary Teachers to Develop Critical Thinking Skills Among Students	Michigan Department of Education Office for Sex Equity in Education	EM
Title IX--Technical Assistance Manual	Mid-Continent Regional Educational Laboratory Center for Educational Equity	A
Toward Equity (Effective Title IX Strategies K-Postsecondary)	California Coalition for Sex Equity in Education	A
Try It! A Booklet to Encourage the Use of Coed Physical Education Activities in Elementary Classrooms	Michigan Department of Education Office for Sex Equity in Education	E
Using, Abusing and Understanding Research (A Guide for Counselors)	Patricia B. Campbell	A
Using, Abusing and Assessing Research (A Guide for Teachers)	Patricia B. Campbell	A
What Women and Men Should Know About Date Rape	Channing L. Bete, Co.	MH
What's It to Me? Educational Research, Bias, and Me (A Guide for Parents and Others Interested in Education)	Patricia B. Campbell	P
Where to Find BLS (Bureau of Labor Statistics) Statistics on Women	U.S. Department of Labor, Bureau of Labor Statistics	P
Wilson Report: Moms, Dads, Daughters & Sports	Wilson Sporting Goods Co.	EM
Woman's Guide to Coaching	Women's Sports Foundation	A
Working Together: A Sex Equity Training Manual	Michigan Vocational and Career Education Center	A
a Packet of Elementary Classroom Activities to Teach Students About Sex-Role Stereotyping	Michigan Department of Education Office for Sex	EM

	Equity in Education	
a Packet of Secondary Classroom Activities to Teach Students About Sex-Role Stereotyping	Michigan Department of Education Office for Sex Equity in Education	MH
★ **Computer Software**		
It's All in What You Ask--Question for Search Committees to Use	Association of American Colleges--Project on the Status and Education of Women	
Problem of Rape on Campus, The	Association of American Colleges--Project on the Status and Eduation of Women	
Relating With Colleagues--A Questionnaire for Faculty Members	Association of American Colleges--Project on the Status and Education of Women	
Relating to Each Other--A Questionnaire for Students	Association of American Colleges--Project on the Status and Education of Women	
Restructuring Education: Getting Girls into America's Goals	Kathy Vandell AAUW	
★ **Poster**		
101 Ways to Line Up (Other Than By Sex)	California State Department of Education, Sex Equity in Education Unit	EM
Constructing a More Equal Future	Virginia Gender Equity Resource Center	MH
Creating An Equitable World--You Can Make the Difference!	Arizona Department of Education	MH
Equity Pioneer: Breaking Tradition Winner (Series of 6)	Arizona Department of Education	H
Equity--A Legal Imperative (A Summary of Gender Equity Laws)	American Institutes for Research	P
In Each Generation Action Frees Our Dreams . . .	Women's Educational Equity Act	HP
The Women's Bureau: A Voice for Working Women	U.S. Department of Labor, Women's Bureau	HP
You Might Call It "Being Friendly." In The Workplace It's Called Sexual Harassment.	Quality Work Environments, Inc.	P
★ **Audio/Visual**		
A Woman's Place	Time, Inc.	MH
Computer Equity Expert Project, The	The Computer Equity Expert Project (Jo Sanders)	EM

Directions Are on the Outside of the Box, The	Barton County Community College	MH
Sexual Harassment: An Employment Law Teleconference	University of Nebraska--Lincoln	P
Sexual Harassment . . . (video and guide book)	Quality Work Environments	A
Shortchanging Girls, Shortchanging America	The American Association of University Women	A
The Fable of He and She	Learning Corporation of America	A

Arts & Humanities

★ **Book**

"Real Women" Creative Writing Competition Guide	Bonnie Eisenberg	EM
101 Wonderful Ways to Celebrate Women's History	National Women's History Project	spla
American Women Artists (Reference)	Charlotte Streifer Rubenstein	HP
American Women Making History (a play)	Laura Burges	HP
Black Women in America (An Historical Encyclopedia) Volume I	Darlene Clark Hine	A
Black Women in America (An Historical Enclyclopedia) Volume II	Darlene Clark Hine	A
Breaking the Silence--Seven Courses in Women's Studies	Goddard-Cambridge College Graduate Program in Social Change	HP
Contributions of Women: A Research Unit	Nelson & Beattie	MH
Courageous Voices--A Curriculum Unit on Women & Language Arts	National Women's History Project	MH
Discover A New World: Women's History (A Speech for National Women's History Month)	National Women's History Project	HP
Exposures, Women & Their Art	Brown & Raven	HP
Handbook of American Women's History (Reference)	Zophy & Kavenik	A
Heroes in Our History, A Women's History Coloring Book	National Women's History Project	E
How She Played the Game (A Play)	Cynthia L. Cooper	HP
Native American Women, A Biographical Dictionary	Gretchen M. Bataille	A
Norton Anthology of Literature by Women, The (Reference)	Gilbert & Gubar	MH
Notable Black Women	Michigan Department of Education Office for Sex Equity in Eduation	A
Notable Hispanic American Women	Dian Telgen & Jim Kamp	A
Portraits of Our Mothers (Using Oral History in the Classroom)	Frances Arick Kolb	EM
Seneca Falls 1848: All Men and Women are Created Equal (A Play)	Elizabeth Shultis	HP

Spindle Stories, Book One (Three Units on Women's World History)	Lyn Reese	EM
Spindle Stories, Book Two (Three Units on Women's World History)	Lyn Reese	EM
Story of Her Own, A--Resource Guide to Teaching Literature by Women	National Women's History Project	MH
Tatterhood and Other Tales	Ethel Johnston Phelps	A
Teaching Writing: Pedegogy, Gender and Equity	Caywood & Overing	HP
The Maid of the North, Feminist Folk Tales from Around the World	Ethel Johnston Phelps	HP
They Chose Greatness (Women Who Shaped America and the World)	Michigan Department of Education Office for Sex Equity in Education	A
Unequal Sister, A Multicultural Reader in U.S. Women's History	DuBois & Ruiz	A
Where Were the Women (A Play)	National Women's History Project	HP
Womanspeak (A Play)	Gloria Goldsmith Pioneer Drama Service	HP
Women Adventurers, Explorers & Inventors	Michigan Department of Education Office for Sex Equity in Education	A
Women and Music, A History (Reference)	Karin Pendle	A
Women in American History Jeopardy Game	Michigan Department of Education Office for Sex Equity in Education	MH
Women in Colonial and Revolutionary America 1607-1790 (A Teaching Unit & Poster)	Bonnie Eisenberg	EM
Women in History, Discovering America's Famous Women Through Research-Related Activities	Jerry Aten	EM
Women in United States History, A Coloring Book	Mary Crawford	E
Women's History--Curriculum Guide	National Women's History Project	EM
Women's History Public Service Announcements	National Women's History Project	A
Women's Sports, A History	Allen Guttmann	HP
★ **Audio/Visual**		
One Fine Day (Video & Study Guide)	Weaver & Wheelock	HP

Self-Esteem/Awareness

★ **Book**

About Academic Survival Skills	Channing L. Bete, Co.	HP
About Assertiveness	Channing L. Bete, Co.	HP
About College & Stress	Channing L. Bete, Co.	HP
About Improving Your Interpersonal Skills	Channing L. Bete, Co.	HP
About Making the Grade at College	Channing L. Bete, Co.	HP
About Test Anxiety	Channing L. Bete, Co.	HP
About Your First Year in college	Channing L. Bete, Co.	HP
After High School--What?	Channing L. Bete, Co.	H
Amazing Grace	Hoffman & Binch	E
Be A Better Public Speaker	Channing L. Bete, Co.	HP
Becoming--A Participant's Guide for High School Graduates	Women's Educational Equity Act	HP
Berenstain Bears, The (No Girls Allowed)	Stan & Jan Berenstain	E
Building a Positive Self-Concept--113 Activities for Adolescents	Turk & Horn Jacobs	JH
Challenges: A Young Man's Journal for Self-Awareness & Personal Planning	Advocacy Press	MH
Choices: A Teen Woman's Journal for Self-Awareness & Personal Planning	Advocacy Press	MH
Fair Play: Developing Self-Concept & Decision-Making Skills in the Middle School	WEEA	M
Father Gander Nursery Rhymes	Advocacy Press	E
Hero & The Crown, The	Greenwillow Books	MH
How to Develop Your Decision-Making Skills	Channing L. Bete, Co.	HP
How to Develop Your Leadership Skills	Channing L. Bete, Co.	HP
How to Have Successful Meeting	Channing L. Bete, Co.	HP

How to Improve Your Listening Skills	Channing L. Bete, Co.	HP
How to Improve Your Reading Skills	Channing L. Bete, Co.	HP
How to Study	Channing L. Bete, Co.	HP
I Can Manage Life, Learning to Choose and Grow	Dennis Hooker	HP
Images: A Workbook for Enhancing Self-Esteem & Promoting Career Preparation, Especially for Black Girls	The Circle Project	MH
In Christina's Toolbox	Dianne Homan	E
Kylie's Song	Patty Sheehan Advocacy Press	E
Martin's Father	Margrit Eichler	E
Mimi Makes A Splash	Agnes Rosenstiehl Advocacy Press	E
Mimi Takes Charge	Agnes Rosenstiehl Advocacy Press	E
Minou	Mindy Bingham Advocacy Press	E
More Choices: A Strategic Planning Guide for Mixing Career & Family	Bingham & Stryker Advocacy Press	MH
Mother Daughter Choices	Mindy Bingham, Lari Quinn & William P. Sheehan	MH
My Way Sally	Bingham & Paine Advocacy Press	E
Paper Bag Princess, The	Robert N. Munsch	E
Self-Esteem: A Classroom Affair (101 Ways to Help Children Like Themselves)	Michele & Craig Borba	E
Self-Esteem: A Classroom Affair, Volume 2 (More Ways to Help Children Like Themselves)	Michele & Craig Borba	E
The Boy Toy	Phyllis Hacken Johnson	E
The Magic Hat	Kim Westsmith Chapman	E
Time for Horatio, A	Penelope Colville Paine Advocacy Press	E
Tonia the Tree	Sandy Stryker Advocacy Press	E

What Do You Think of You? (And Other Thoughts on Self-Esteen)	Scott Shepard	MH
What Every Student Should Know About Time Management	Channing L. Bete, Co.	HP
What You Should Know About Self-Esteem	Channing L. Bete, Co.	HP
Whole Person Book, The: Toward Self-Discovery & Life Options	WEEA	A
Women Helping Girls with Choices	Mindy Bingham & Sandy Stryker	MH
Your Attitude and You	Channing L. Bete, Co.	H
★ **Poster**		
Inspirational Poster: The future belongs to those who believe in the beauty of their dreams.	BeMeCo & Argus Communications	
Inspirational Poster: Great works are performed not by strength but by perseverance.	BeMeCo & Argus Communications	
Inspirational Poster: Your own resolution to succeed is more important than any other thing.	BeMeCo & Argus Communications	
Inspirational Poster: Life is either a daring adventure or nothing.	BeMeCo & Argus Communications	
Inspirational Poster: Whether you think you can or whether you think you can't--you're right.	BeMeCo & Argus Communications	
Inspirational Poster: Experience is not what happens to you; it is what you do with what happens to you.	BeMeCo & Argus Communications	
Inspirational Poster: Who's job is it?	BeMeCo & Argus Communications	
Inspirational Poster: I believe I am . . .	BeMeCo & Argus Communications	
Inspirational Poster: True happiness comes when you can look at yourself and like what you see.	BeMeCo & Argus Communications	
Inspirational Poster: Know your limits, then break through them.	BeMeCo & Argus Communications	
Inspirational Poster: There is in each of us the strength to fly, the love to support us and the dream to make us try.	BeMeCo & Argus Communications	
Inspirational Poster: What are problems? . . .	BeMeCo	
Inspirational Poster: Dream high! Aim high! Fly high!	BeMeCo & Argus Communications	
Inspirational Poster: Victory begins in the heart.	BeMeCo & Argus Communications	

Inspirational Poster: Yesterday is a memory, tomorrow is a dream, today is the reality. . . make the most of it.	BeMeCo & Argus Communications	
Inspirational Poster: The most important words . . .	BeMeCo & Argus Communications	
Inspirational Poster: Friends help you rise above your problems.	BeMeCo & Argus Communications	
Inspirational Poster: Team-work works!	BeMeCo & Argus Communications	
Inspirational Poster: If we learn from losing, we become winners in the end.	BeMeCo & Argus Communications	
Inspirational Poster: Reality is the leading cause of stress.	BeMeCo & Argus Communications	
Inspirational Poster: Open the door to your dreams.	BeMeCo & Argus Communications	
Inspirational Poster: Life is a journey, not a destination.	BeMeCo & Argus Communications	
Inspirational Poster: The feet may learn the steps, but only the spirit can dance.	BeMeCo & Argus Communications	
Inspirational Poster: Wherever you go in life, leave your mark.	BeMeCo & Argus Communications	
Inspirational Poster: All knowledge begins with wonder.	BeMeCo & Argus Communications	
Inspirational Poster: The future is in our hands.	BeMeCo & Argus Communications	
My Goal Map (With Erasable Markers)	BeMeCo	E
That's Me & Guide Book (With Erasable Markers)	BeMeCo	E

Science /Math

★ **Article**

Expanding Your Horizons in Science & Math--A Handbook for Planners	Education Development Center	MH
Gender & Science (Transcript of a Panel Discussion)	New England Chapter of the Association for Women in Science	
Gender Bias in Mathematics, Science and Technology (The Report Card #3)	American University	A
How Stereotypes About Science Affect the Participation of Women (Text of a Lecture by Mary Ruskai)	Association for Women in Science	
Women in Science	National Women's History Project	A

★ **Book**

A Hand Up, Women Mentoring Women in Science	Association for Women in Science	HP
A Kit to Develop & Present a Math/Science Conference for Females in Middle School	Michigan Department of Education Office for Sex Equity in Education	M
A Mindset for Math--Techniques for Identifying and Working with Math-Anxious Girls	Ohio State University	MH
Add-Ventures for Girls (Building Math Confidence)	Margaret Franklin	EM
American Women In Science Biographies	The Equity Institute	E
Beating the Numbers--A Woman's Math Careers Program Handbook	Women's Educational Equity Act (WEEA)	HP
Developing Math Learning Skills (A Parallel Support Course for the Math-Anxious Student)	Susan C. Brown	HP
Encouraging Girls in Math & Science	Patricia B. Campbell	EM
How High the Sky? How Far the Moon? An Educational Program for Girls & Women in Math & Science	WEEA	MH
Math Equals--Biographies of Women Mathematicians & Related Activities	Teri Perl	MH
Math for Girls and Other Problem Solvers	Downie, Slesnick, Stenmark	E
Mothers of Invention, From the Bra to the Bomb, Forgotten Women and Their Unforgettable Ideas	Vare & Ptacek	HP

Nobel Prize Women in Science	Sharon Bertsch McGrayne	MH
Outstanding Women In Math and Science	National Women's History Project	A
Problem of Women & Mathematics, The	Lynn H. Fox	MH
Science Equals Success	Catherine R. Conwell	EM
Science, Sex & Society	Kammer, Granrose & Sloan	HP
Sex Equity and Math Acheivement (A Summary of Research and Recommendations)	Michigan Department of Education Office for Sex Equity in Education	EM
Use EQUALS to Promote the Participation of Women in Mathematics	Kaseberg, Kreinberg & Downie	A
Using, Abusing and Understanding Research (A Guide for Administrators)	Patricia B. Campbell	P
Women Scientists	Nancy Veglahn	MH
Women in Mathematics (Reference)	Lynn M. Osen The MIT Press	MH
Women in Science--Antiquity Through The Nineteenth Century	Marilyn Bailey Ogilvie The MIT Press	HP
Women in Space--Reaching for the Last Frontier	Carole S. Briggs	EM
Women of Mathematics and Science, Makers of History	Michigan Department of Education Office for Sex Equity in Education	MH
Women of Science--Righting the Record (Reference)	Kass-Simon & Farnes	MH
★ **Audio/Visual**		
Girls, Science & Mathematics	The American Association for the Advancement of Science & Interface Video Systems, Inc.	HP
Science: Woman's Work	Modern Talking Picture Services	HP
You Can Be A Scientist Too!	The Equity Institute	MH

Cowley Technology Day

Wednesday, February 7, 1996

Cowley County Community College & Area Vocational-Technical School

URA Dodson-Pennington
CCC/AVTS
O. Box 1147
kansas City, Kansas 67005

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What is Cowley Technology Day?

This Spring, Cowley County Community College & Area Vocational-Technical School will be again hosting high school students from the area for a day of fun and information. Students (grades 9-12), teachers and counselors will have an opportunity to see and learn about the College and its industrial and technology programs first hand, meet instructors, business & industry representatives and students in various career areas, and enjoy entertainment from some of Cowley's talented students.

Agenda At A Glance:

8:30 am - 9:00 am
Registration

9:00 am - 9:50 am
Opening Session

9:50 am - 12:30 pm
Campus Tour and
Exploration of Career Areas

12:30 pm - 1:30 pm
Lunch & Closing Session

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Featured Career/Program Areas:

- Drafting Technology
- Non-destructive Testing (Quality Control)
- Precision Machining
- Aeronautics
- Cosmetology
- Business Technology
- Computer Graphics Technology
- Sign Language Interpreter Training
- Police Science
- Automotive Service Technology
- Pre-Engineering

For More Information:

Laura Dodson-Pennington,
Conference Coordinator
Cowley County Community College & AVTS
P.O. Box 1147
Arkansas City, KS 67005
(800) 593-2222 • (316) 441-5311

SPACE IS LIMITED, SO PLEASE REGISTER EARLY!

Please Complete, Detach and Return

Cowley Technology Day 1996

Registration Form

Registration Deadline - January 24, 1996

hool Name _____

ntact Person/Sponsor _____

ldress _____

mber of Students _____

mber of Adults _____

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A Confirmation Card will be sent after Registration is received.